DOCUMENT RESUME

ED 280 171 EA 019 281

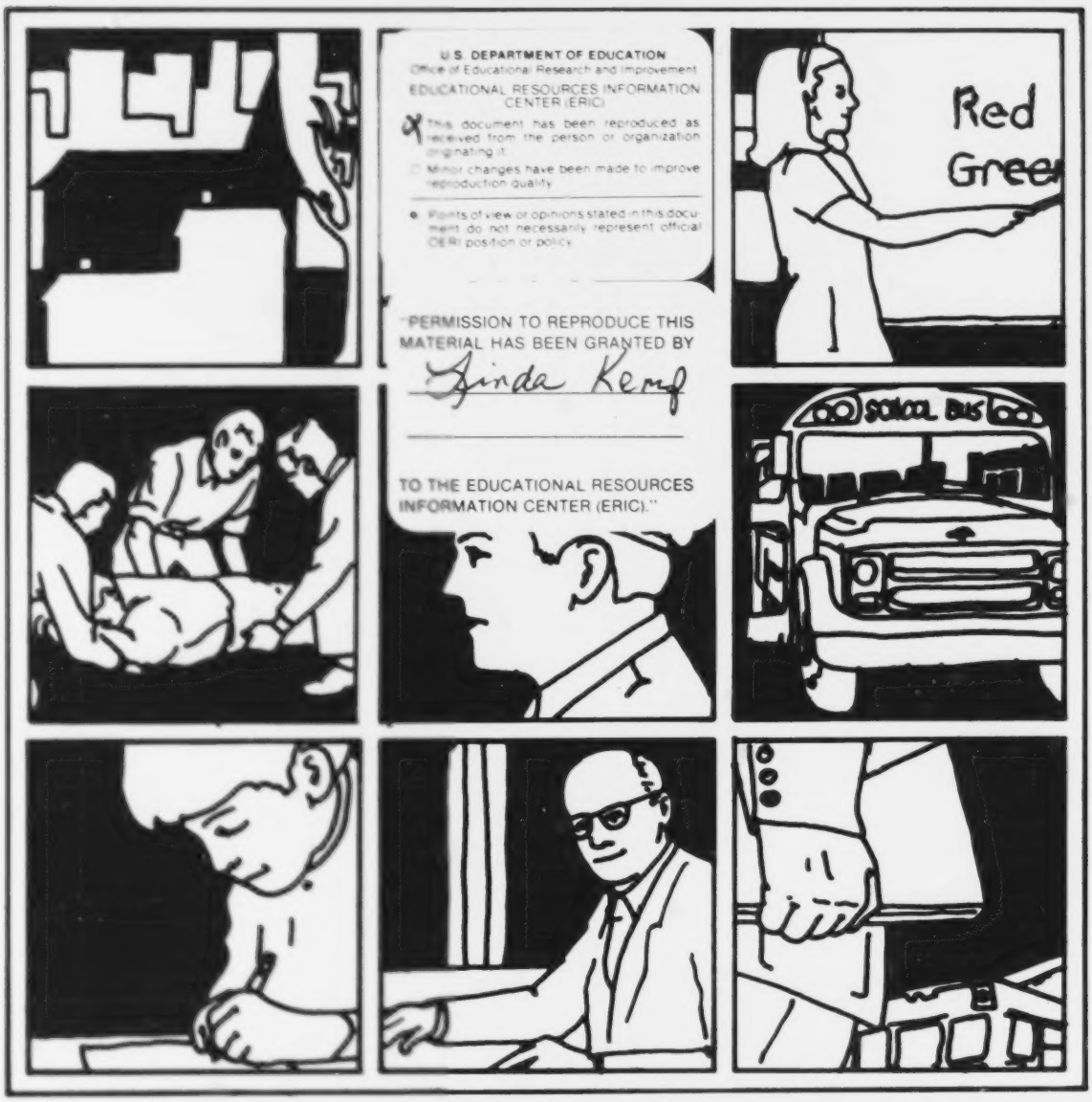
| | |
|---|---|
| TITLE | Course Guide for School Bus Driver Training in Texas. Revised. |
| INSTITUTION | Texas Education Agency, Austin.; Texas State Dept. of Public Safety, Austin. |
| REPORT NO | TEA-CU7-530-01 |
| PUB DATE | Feb 87 |
| NOTE | 105p. |
| PUB TYPE | Guides - Classroom Use - Materials (For Learner) (051) |
| EDRS PRICE | MF01/PC05 Plus Postage. |
| DESCRIPTORS | *Bus Transportation; Competence; *Driver Education; Elementary Secondary Education; Equipment Maintenance; First Aid; Safety; *School Buses; Service Vehicles; Special Education; State Legislation; *Student Transportation; Traffic Accidents; Traffic Circulation; Traffic Control; Vehicular Traffic |
| IDENTIFIERS | *Bus Drivers; *Texas |

ABSTRACT

The safe and effective transportation of pupils to and from schol is an integral part of a sound educational program. This course guide is a study and reference tool for use in a training course designed to promote the competency of school bus drivers throughout the State of Texas. Unit 1 of the guide provides an overview of the transportation system, listing major concepts and data on school bus riders and drivers and legislation relative to student transportation. Unit 2 looks at the school bus driver's image, discussing desirable characteristics, and the driver's relationships with students, parents, and community. Unit 3, on preventive maintenance, outlines the daily maintenance, inspection and upkeep of the various pieces of equipment, and operating procedures. Unit 4 presents an overview of traffic regulations and driving procedures, defining various agencies, devices, laws, regulations, and transportation terms. The fifth unit outlines defensive driving techniques, commenting on visual habits, special problems, and winter conditions. Unit 6 lists emergency equipment and emergency and evacuation procedures. Unit 7, on first aid, focuses on medical data and techniques. Unit 8 lists procedures for loading and unloading students. Unit 9 comments on the general characteristics of and procedures to be used with special education children. The tenth unit is a summary highlighting major concepts. Each unit is divided into six sections: (1) overview; (2) concepts; (3) learning outcomes; (4) content; (5) things to remember; and (6) test of understanding. Four appendices conclude the guide. These contain answers to the tests, driving record evaluation and safety check and inspection forms, and lighting and reflector requirements. (WTH)

**********
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
**********

# Course Guide for School Bus Driver Training in Texas




U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
X This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Linda Kemp
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

ED 220 171
EA 019 281

Texas Education Agency
Revised 1987



BEST COPY AVAILABLE

# Course Guide for School Bus Driver Training in Texas

Developed by

Texas Department
of Public Safety

•

Texas Education Agency

Distributed by

Texas Education Agency
1701 North Congress Avenue
Austin, Texas
78701

## STATE BOARD OF EDUCATION

*(State Board for Vocational Education)*

JON BRUMLEY, Fort Worth
Chairman of the State Board of Education
District 11

REBECCA CANNING, Waco
Vice Chairman of the State Board of Education
District 9

EMMETT J. CONRAD, Dallas
Secretary of the State Board of Education
District 13

**Board Members**

VOLLY C. BASTINE, JR., Houston
District 4

MARY HELEN BERLANGA, Corpus Christi
District 2

CAROLYN HONEA CRAWFORD, Beaumont
District 7

CHARLES W. DUNCAN, JR., Houston
District 6

PAUL C. DUNN, Levelland
District 15

MARIA ELENA A. FLOOD, El Paso
District 1

WILLIAM V. McBRIDE, San Antonio
District 5

GERALDINE MILLER, Dallas
District 12

PETE MORALES, JR., Devine
District 3

JOHN MACK PRESCOTT, College Station
District 10

KATHERINE PEARCY RAINES, Cleburne
District 14

JACK STRONG, Longview
District 8

W. N. KIRBY, Commissioner of Education
(Executive Officer of the State Board of Education)

## Committees of the State Board of Education

**Personnel**
JOHN MACK PRESCOTT, Chairman
REBECCA CANNING
EMMETT J. CONRAD
CAROLYN HONEA CRAWFORD
PAUL C. DUNN

**Finance & Programs**
MARIA ELENA A. FLOOD, Chairman
JON BRUMLEY
WILLIAM V. McBRIDE
GERALDINE MILLER
PETE MORALES, JR.

**Long-Range Planning**
REBECCA CANNING, Chairman
MARY HELEN BERLANGA
EMMETT J. CONRAD
CAROLYN HONEA CRAWFORD
CHARLES W. DUNCAN, JR.
WILLIAM V. McBRIDE

**Students**
JACK STRONG, Chairman
VOLLY C. BASTINE, JR.
MARY HELEN BERLANGA
CHARLES W. DUNCAN, JR.
KATHERINE PEARCY RAINES

## TO THE DRIVER

This Course Guide is provided for your use during and after the Texas School Bus Driver Training Course. It is intended for your use as a study reference, in taking notes, and in testing and scoring your understanding of the content presented in each unit. It should be brought to each class meeting and should be studied between class meetings.

Each of the ten units in the Texas School Bus Driver Training Course is presented in this guide. Each unit is divided into seven major divisions. A brief description of the major divisions for each unit follows.

| | |
|---|---|
| OVERVIEW | A brief description of the areas to be covered in each unit. |
| CONCEPTS | Specifies the major ideas to be developed for each unit. |
| INTENDED LEARNING OUTCOMES | Statements of what you (the driver) should be able to do upon completion of each unit. |
| CONTENT | Information to be presented in each unit. Where the word "shall," "will," or "must" is used in a statement, it is to be considered manditory or required. Where the word "should," "may," or "can" is used, it is permissible or optional. |
| THINGS TO REMEMBER | Provides a place for you to record notes regarding each unit. |
| TEST YOUR UNDERSTANDING | A self-test for you to take at the conclusion of each unit. |
| SCORE YOUR UNDERSTANDING | Provides the correct answers to the self-test. (See Appendix A) |

This guide is yours to keep, so please fill in the blanks below and take full advantage of the information presented herein both during and after your participation in the Texas School Bus Driver Training Course.

DRIVER'S NAME: _____

SCHOOL DISTRICT: _____

# TABLE OF CONTENTS


| UNIT | | PAGE |
|---|---|---|
| One | Introduction | 1 |
| Two | The School Bus Driver's Image | 6 |
| Three | Preventive Maintenance | 12 |
| Four | Traffic Regulations And Driving Procedures | 21 |
| Five | Defensive Driving | 38 |
| Six | Safety And Emergency Procedures | 47 |
| Seven | First Aid | 55 |
| Eight | Procedures For Loading And Unloading Students | 66 |
| Nine | The Special Education Child | 74 |
| Ten | Summary | 80 |
| Appendix: | | |
| A | Score Your Understanding | 85 |
| B | Driving Record Evaluation | 88 |
| C | Daily Safety Check And Inspection Form | 91 |
| D | Lighting And Reflector Requirements | 93 |

# UNIT ONE: INTRODUCTION

1. OVERVIEW

The transportation of pupils to and from school is an integral part of a sound educational program. Competent school bus drivers are needed to provide safe and effective transportation for students. This training course is designed to promote competency of school bus drivers throughout the State of Texas. Unit I is intended to give the driver an overview of the total transportation system.

2. CONCEPTS

a. National and state traffic safety statistics relative to school bus operations are maintained and used to develop safer transportation systems.

b. Federal and state legislation relative to school transportation does exist and must be addressed in an affirmative manner.

3. INTENDED LEARNING OUTCOMES

a. Recognize significant state and national traffic statistics and legislation relative to school bus transportation.

b. Identify state requirements for qualification as a Texas school bus driver.

4. CONTENT

a. Student Transportation in Texas and the United States

(1) The following estimated data are based upon information collected by the Department of Transportation of the National Highway Safety Bureau.

(a) Because of population growth, more students are being transported over more miles than ever before.

(b) School bus accidents are naturally increasing because of the increased use of school buses.

(c) Most school bus accidents are property damage accidents only, but some do result in injury and death.

(d) Of the personal injuries in school bus-related accidents, about 60 percent are injuries to students, most of which occur inside the bus.

(e) Most student fatalities occur outside the bus, usually during loading and unloading.

(f) The most frequent type of injury sustained inside the bus is facial, and many are severe enough to require the services of an oral surgeon.

(g) Half of the students killed as pedestrians were struck by school buses.

(2) Comparative Texas information collected by the Texas Education Agency and the Texas Department of Public Safety shows that:

(a) The number of bus riders and the number of miles that students are transported continue to increase statewide.

(b) Fatal school bus accidents result in a range of 1 to 11 deaths annually in Texas.

(c) Approximately one injury occurs for every two accidents that involve school buses.

(d) About 90 percent of the injuries in bus-related accidents are students.

(e) Buses are eight times safer than other road vehicles.

(f) Of all accidents, over half of all occurred while the bus was proceeding forward. Over half of these accidents occurred at intersections.

(g) Of all accidents, 75 percent occurred in urban areas.

(h) Of the students injured or killed, about 90 percent were passengers on the bus.

b. Legislation relative to student transportation

(1) Federal Legislation

(a) The authority for Program Standards on Pupil Transportation Safety is vested in the Secretary of Transportation in accordance with Chapter 4 of Title 23, U.S.C. Section 402(a) which requires that: "Each state shall have a highway safety program approved by the Secretary designated to reduce traffic accidents and death, injury, and property damage resulting therefrom. Such programs shall be in accordance with uniform standards promulgated by the Secretary."

(b) The Secretary in May 1972 promulgated Standard 17, "Pupil Transportation Safety," which presents requirements to be met in the design and implementation of the state transportation safety program.

(2) State Legislation

House Bill 1387 enacted by the 63rd Texas Legislature states that: "Effective at such date and under provisions as may be determined by the Central Education Agency, the driver of a school bus shall have in possession a certificate stating he is enrolled in, or has completed a driver training course in school bus safety education, which course has been approved jointly by the Central Education Agency and the Texas Department of Public Safety."

c. Qualifications for school bus drivers

(1) At least 18 years of age.

(2) Properly licensed to operate a school bus.

(3) Acceptable annual physical examination on approved form furnished by Texas Education Agency.

(4) Acceptable driving record as determined by an annual license check with the Texas Department of Public Safety. The procedures for evaluating driving records may be found in Appendix B of this guide.

(5) Successful completion of an approved School Bus Driver Training Course every three years or possession of a valid enrollment certificate.

d. The School Bus Driver Training Course

(1) Development procedures

In 1973, a tentative course of study for school bus driver training was developed. In the spring of 1974, the training course was pilot tested in 10 courses taught in various parts of the state. Based on evaluation results of the pilot courses, the tentative course of study was revised and media developed for each instructional unit. With the cooperation of the education service centers, the Texas Education Agency makes the course available to all school bus drivers throughout the state.

(2) The purpose of the School Bus Driver Training Course is to reduce, to the greatest extent possible, the danger of injury or death to school children while being transported to and from school or on school-sponsored trips. It shall include established procedures for the safe loading and unloading of students at school campuses and on school bus routes.

## THINGS TO NOTE AND REMEMBER

Student Transportation in Texas and the United States

Legislation Relative to Student Transportation

Requirements for Driver Certification

The School Bus Driver Training Course

## TEST YOUR UNDERSTANDING

TRUE/FALSE: Read each statement carefully. If the statement is true, place a "T" in the blank to the left. If the statement is false, place an "F" in the blank to the left.

_____ 1. On the national level, school buses are involved in an increasing number of accidents each year.

_____ 2. The greatest percentage of pupil fatalities resulting from school bus accidents in the nation are classified as pedestrians.

_____ 3. Chest injuries are the most frequent type of injury sustained by passengers in a school bus.

_____ 4. On the national level, one-half of the students killed as pedestrians were struck by school buses.

_____ 5. Most school bus accidents in Texas occurred during a turning maneuver.

_____ 6. Federal legislation requires each state to have a Bus Driver Training Program.

_____ 7. The minimum age requirement for bus drivers in Texas is 17.

_____ 8. A requirement for Driver Certification in Texas is a physical examination every two years.

_____ 9. The purpose of the School Bus Driver Training Course is to learn about statistics.

_____ 10. A valid type of license is required of each school bus driver in Texas.

MULTIPLE CHOICE: Read the questions and each answer carefully. Select the correct answer and place the letter identifying that answer in the blank to the left.

_____ 1. National trends indicate that the number of pupils being transported on school buses

(a) is decreasing. (b) is staying the same. (c) is increasing.

_____ 2. Annual injuries associated with school buses on the national level are _____ in number.

(a) increasing (b) decreasing (c) staying about the same

_____ 3. Most school bus accidents result in:

(a) Injury (b) Death (c) Property damage only

_____ 4. Which of the following is not a requirement for Bus Driver *Certification* in Texas?

(a) Age 18 (b) Driver License Record check by Department of Public Safety (c) Valid Teaching Certificate

_____ 5. National statistics reveal that most fatalities occur after students have _____.

(a) Departed from the bus (b) Boarded the bus (c) Crossed the street

# UNIT TWO: THE SCHOOL BUS DRIVER'S IMAGE

## 1. OVERVIEW

To meet the demands of the profession, it is important that personnel responsible for the transportation of children have a healthy self-image and successful relationship with other school personnel, pupils, parents, and the community. In this unit, the characteristics of successful school bus drivers are identified. Procedures for working with students, relationships of the driver to other school personnel, and relationships between drivers and parents and other community members are also covered.

## 2. CONCEPTS

a. The school bus driver plays an important role in the student's educational experience.

b. In order to be most successful, the driver must be emotionally stable, have a friendly personality, and practice good personal hygiene.

c. Cooperation with other school personnel, parents, and community members is a vital aspect of the school bus driver's job.

## 3. INTENDED LEARNING OUTCOMES

a. Identify desired personal characteristics of a school bus driver.

b. Understand how the school bus driver's behavior can influence students in a positive manner.

c. Develop and maintain good community/public relation.

## 4. INSTRUCTIONAL CONTENT

a. Desirable driver characteristics

(1) The driver should be friendly in dealing with people. Being friendly and pleasant with students does not mean the driver should attempt to be a buddy to them. On the contrary, attempting to be a buddy to students will eventually erode the students' respect for the driver and will lead to problem situations.

(2) It is imperative that the driver exhibit emotional stability. Demonstrating emotional instability by losing one's temper or self-composure will result in difficulty when dealing with people.

(3) The competent school bus driver is dependable and punctual. A number of people, e.g. parents, students, school administrators, teachers, etc., depend on the driver. Maintaining the time schedule is a vital part of the driving task.

(4) The school bus driver should be honest and fair at all times.

(5) The driver should practice good communication skills. By habit, the driver's language should be free of derogatory remarks and abusive words.

(6) The driver should demonstrate respect for all students, regardless of race, color, creed, or socioeconomic status.

(7) The driver should refrain from the use of tobacco while driving the bus.

(8) The driver should not operate the bus while under the influence of alcoholic beverages or drugs that may impair driving ability.

(9) The driver should practice good personal hygiene. Dress and personal appearance should be in compliance with school district policy.

b. The driver and the students

Although it is generally understood that the chief responsibility of the school bus driver is to transport the students to and from school in a safe and efficient manner, there are other important aspects of the job which should not be overlooked.

(1) The driver sets the educational tone of the day for students. The driver often is the first and last contact the student has with the school each day.

(2) The driver must maintain good student control on the bus. This is a must for safe school bus operation. Some guiding principles for maintaining good student behavior are:

(a) Recognize responsibilities of the driver and identify as a staff member of the school system.

(b) Know the policies and regulations relating to duties.

KNOWLEDGE AND RESPONSIBILITY

(c) Explain to the students at the beginning of each school term the rules which govern their conduct on the bus.

(d) Conscientiously obey rules governing drivers; setting a good example creates respect.

(e) Have students address the driver by his or her proper name, such as Mr. Brown. The bus driver should address the students by their given names.

(f) Get acquainted with the students who will be riding the bus for the first time. Arrangements for meeting parents should be made by the local school administration.

(g) Take a personal interest in each student.

(h) Be alert and watch for trouble-making situations.

(i) Avoid real trouble through prevention. When conditions causing trouble are found, correct them as soon as possible.

(j) Assign seats as an aid to student control. In cases of vandalism, seat assignments aid in the investigation.

(k) Talk to a student's principal as an aid in understanding and dealing with inappropriate conduct. A disobedient student on the bus may also be disobedient in the classroom.

(l) Approach the disruptive student through personal contact. Such contact or discussion may be of value in solving behavior problems. Do not humiliate the student.

(m) Follow the three "F"s in dealing with students:

- Be *friendly* but not familiar
- Be *firm* but not unduly strict
- Be *fair* but not partial

c. The driver and other school personnel

(1) Feel you are a member of the educational team for a given school district. (It is extremely important that cooperation and mutual respect exist between all members of the school team.)

(2) Respect other school officials' duties and responsibilities.

(3) Avoid criticizing other school personnel to students, parents, other drivers, or to the public.

(4) Utilize strategies of fellow team members regarding problem students.

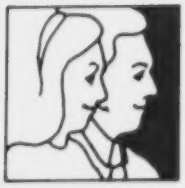
(5) Share information about students with other school personnel when the student's welfare is at stake.

d. The driver and parents

(1) Create a feeling of security in the minds of parents by establishing and maintaining safe driving procedures and effective student control on the bus.

(2) Parents hear students talk about their experiences on the school bus and may form opinions relative to the driver and the school on this basis.

(3) Avoid the following pitfalls when dealing with parents:



PARENTS ARE NICE PEOPLE TOO

(a) Never argue with parents.

(b) Never lose your temper when discussing matters with parents.

(c) Never attempt to discuss or handle student problems with a parent through the open door of the bus.

(4) Remember, if the driver has established good relations with the parents of his or her passengers, much can be accomplished when the driver needs their help and cooperation.

e. The driver and the community

A school bus driver operates a yellow and black billboard some thirty-five feet long and eight feet wide down the community's highways each morning and evening.

(1) Create a favorable image for the school district by:

(a) Being a careful and alert driver

(b) Practicing courtesy on the highway

(c) Observing local and state traffic laws and regulations on the streets and highways

(d) Driving a clean bus. The vehicle may not be new, but it should be clean, well-kept, and in good mechanical condition.

(2) Some citizens in a community often have no other contact with the local school except the school bus which they see each day as it travels up and down the street or road. The driver, the vehicle, and the students on that particular bus route are the basis upon which they judge the entire school system.

## THINGS TO REMEMBER

Desirable Driver Characteristics

The Driver and the Students

The Driver and Other School Personnel

The Driver and the Parents

The Driver and the Community

## TEST YOUR UNDERSTANDING

TRUE/FALSE: Read each statement carefully. If the statement is true, place a "T" in the blank to the left. If the statement is false, place an "F" in the blank to the left.

_____ 1. The driver should be friendly when dealing with people.

_____ 2. It is important that the driver exhibit emotional stability.

_____ 3. Dress and personal appearance are not related to the driver's image.

_____ 4. It is not the driver's job to explain to students the rules that govern conduct on the bus.

_____ 5. The driver should be on time no matter what the cost.

_____ 6. The driver should share information about students with other school personnel when the students' welfare is at stake.

_____ 7. The driver should refrain from the use of tobacco while driving the bus.

_____ 8. The driver should be honest and fair at all times.

_____ 9. The driver should not try to become acquainted with parents unless absolutely necessary.

_____ 10. The driver is considered a vital part of the educational team.

MULTIPLE CHOICE: Read the questions and each answer carefully. Select the correct answer and place the letter identifying that answer in the blank to the left.

_____ 1. Which one of the following does not belong with the three "F"s in dealing with students?

(a) firm (b) fair (c) first

_____ 2. The driver's language should be free of derogatory remarks and:

(a) fish stories (b) abusive language (c) personal pronouns

_____ 3. Dress and personal appearance should be in compliance with:

(a) modern styles (b) state standards (c) local school district policy

_____ 4. When you have problems with a disruptive student, you should first talk to:

(a) other drivers (b) the coach (c) the principal

_____ 5. The driver can create a favorable image for the school district by:

(a) driving a clean bus (b) being a careful and alert driver (c) both (a) and (b)

# UNIT THREE: PREVENTIVE MAINTENANCE

1. OVERVIEW

The operation of a safe school transportation system depends on well trained drivers and on buses free of mechanical defects. The school bus driver, through preventive maintenance procedures, can assist in keeping buses in good operating condition. This unit presents accepted techniques for the daily practice of preventive maintenance.

2. CONCEPTS

a. Preventive maintenance is necessary if school buses are to be kept in safe and proper operating condition.

b. It is the responsibility of the driver to check safety and operating conditions of the bus on a daily basis.

3. INTENDED LEARNING OUTCOMES

a. Identify the proper procedures to be followed in completing a pre-trip and post-trip inspection.

b. Describe, in sequence, the proper steps for starting the engine and the procedures to be followed in operating a manual (standard shift) and automatic transmission bus.

c. Recognize trouble or potential problems developing with the bus through the use of the human senses.

4. CONTENT

a. Procedures for manual (standard shift) transmissions.

(1) Starting and warming up the engine.

The procedure used in starting a bus having a manual transmission must become routine. It must incorporate principles of safety and be performed in keeping with good engine preventive maintenance practices. The following procedures should be used:

(a) Set parking brake to keep bus from moving.

(b) Depress clutch pedal to disengage transmission from engine.

(c) Shift gear lever into neutral position.

(d) Turn on ignition key to complete electrical circuits and to engage starter.

(e) Use foot accelerator sparingly. Pumping will cause carburetor flooding.

(f) Since bus engines will vary widely in their carburetor sensitivity, do not hesitate to ask the supervisor or bus mechanic for special techniques in starting a particular bus.

(g) When engine is running, release clutch pedal slowly without stalling engine. This will allow transmission gear to start rotating.

(h) Warm up engine at fast idle to prevent excessive wear. Do not race the engine.

(2) Shifting procedures

Gear shifting is a task of bus driving which requires skill and timing. The driver must know the best range of speed in changing gears, either upward or downward. Shifting the gears must be accomplished without loss of road vision. Synchromesh transmissions have alleviated most of the gear clashing. Generally, buses are equipped with a four or five speed transmission. The driver must know the bus gear positions. A gear chart on the gear shift lever knob or on the dash should be checked if gear positions are not known.

(a) Depress foot brake, depress clutch pedal, and shift to proper gear.

(b) Always initiate forward movement of the bus in first gear to prevent undue load and wear on the engine and clutch.

(c) Release parking brake lever.

(d) Release clutch gradually to friction point and hold. At this point you will have the clutch at the point of friction and the foot brake depressed.

(e) Release foot brake and depress accelerator. Hold clutch at friction point and slightly depress accelerator to increase the power and prevent stalling.

(f) Slowly and gradually release the clutch for the remainder of pedal travel and at the same time slowly and gradually increase acceleration.

(g) Remove foot from clutch pedal completely.

(h) Increase engine and bus speed before shifting to a higher gear. When shifting gears after the bus is in motion, follow the procedures below:

- Depress clutch pedal and release accelerator
- Shift to next higher gear.
- Release clutch smoothly but more quickly than in starting and depress accelerator smoothly and quickly.
- Remove foot from clutch pedal.
- Proceed in this gear until proper vehicle speed is reached for shifting to next gear.
- Repeat in-motion gear shifting procedures until bus is in cruising gear.

(i) Never skip a gear in upshifting or downshifting as this causes undue engine and clutch wear.

(j) Follow the recommended "mph" to be reached before upshifting or downshifting. The appropriate speed may vary somewhat depending on the type of engine, transmission, gear ratio, and terrain.

b. Procedures for automatic transmissions.

(1) Starting and warming up the engine

Be sure the range lever is in the "N" or neutral position and the parking brake is engaged on all vehicles equipped with automatic transmissions before starting the engine. The driver should check at least once a week to see if the engine can be started when the range selector is in any position other than neutral. If this should occur, the range selector should be adjusted immediately to prevent the possibility of starting the engine in gear which could result in a serious accident, or a run-away vehicle. The engine should be allowed to warm up at idle speed; do not race the engine.

(2) Operating procedures for automatic transmissions

(a) The automatic transmission is controlled by the range selector lever. It is imperative that the operator select the proper range for the driving conditions encountered. Improper range selection can cause serious damage to the transmission and/or engine. Proper range selection also provides better vehicle performance and control.

- Range 1 is low gear and should be used when putting the bus in forward motion with an extra heavy load, when driving through mud or snow, or when driving up steep inclines. Generally, range 1 is rarely needed.
- Range 2 is used for operating in congested city traffic and at any other time when operating under 22 miles per hour.
- Range 3 is used for operating on most bus routes where speed limit is not more than 35 miles per hour.
- Range 4, normal driving range position, should be used only when the vehicle is operated in open road driving where minimum speed exceeds 35 miles per hour.
- Reverse range is used for moving the bus backwards. The vehicle should be completely stopped before the transmission is shifted from a forward gear to reverse or from reverse to a forward gear.

(b) An automatic transmission may be downshifted in order to use the engine as a braking force to slow the bus. When downshifting, shift the transmission to the next lowest gear, the foot brake should be used to slow the vehicle to the acceptable range where the transmission will downshift.

(c) The pressure on the accelerator pedal influences automatic shifts in the transmission. When the accelerator is depressed to the wide open throttle position, the transmission will automatically downshift at a speed near the maximum engine speed.

(d) If a bus with an automatic transmission becomes stuck in deep sand, snow, or mud it sometimes can be rocked out by holding the engine at a steady, light throttle speed and moving the selector lever between reverse range and any forward range. Full throttle should never be used in the rocking technique. The shifts should be timed to take advantage of the bus movement. If the rear wheels spin, discontinue this operation because damage to the drive train can result.

(e) Vehicles equipped with an automatic transmission should not be towed unless the rear wheels are lifted off the ground or the drive line is disconnected. Never attempt to start the engine of a bus with an automatic transmission by pushing or towing.

(f) Most school bus transmissions are not equipped with an integral parking brake system. Therefore, it is necessary to apply the parking brake to hold the bus stationary when unattended.

(g) Proper adjustment of the selector lever linkage is very important. The vehicle operator should report to the maintenance personnel immediately when any rough or noisy shifting of an automatic transmission occurs.

c. Daily maintenance and inspection responsibilities for drivers.

(1) Pre-starting inspection

(a) Take a good overall look at the bus. Check for oil, gasoline, or water leaks, and vandalism.

(b) Make sure the hood safety latch, rod, or hinge is in a holding position.

(c) Check the oil level in the engine. This is the most logical time, as all the oil has drained to the crank case and an accurate reading can be made. Oil should be above the "add oil" line. The oil level should not be overly full, or the oil milky colored, as this may indicate a foreign substance in the oil.

(d) If a bus doesn't have a pressure coolant system with a liquid overflow tank, remove the radiator cap and check coolant level. Coolant should be maintained above core level. Pressure systems can be checked by observing the liquid level in the overflow tank.

(e) A loose fan belt can result in a depleted battery or an overheating problem. The tension of a belt should be no more than 1/2 inch when pressing down on the belt during this check.

(f) Examine the engine for loose wires or excess oil.

(g) Check the storage battery cables for cleanliness and security. If equipped with filler caps, battery plates should be covered with liquid. Most conventional batteries are permanently sealed and cannot be checked in this manner.

(h) Clean windshields, turn signals, and warning lights to enhance visibility and lighting.

(i) Start the engine using proper engine starting procedures.

(2) First outside-inside inspection

(a) Turn on left directional signal, marking lights, and high beam headlights.

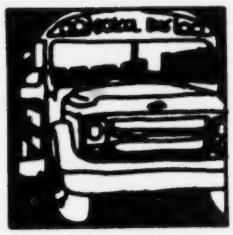
(b) From inside the bus, check operating condition of dash-mounted turn signal indicator, high beam indicator, and instrument panel light.

(c) From outside of the bus, check left directional signal, marking lights, and headlights. Check for intensity of light, condition of lens, and dark spots and cracks on sealed beam unit.

(3) Second outside-inside inspection

(a) Turn on right directional signal, emergency (hazard) warning lights, alternately flashing (loading/unloading) lights, headlights, and passenger compartment lights.

(b) From inside of bus, check operating condition of switches and dash mounted indicators.



MAKE DAILY CHECK

(c) From outside of bus, check alternately flashing lights, right directional signal, emergency warning lights, taillights and headlights. Check for intensity of light and condition of lens.

(d) Clean taillights, stop lights, and headlights.

(e) Check general condition of tires and test inflation using a hammer or bar.

(f) Check wheel bolts visually for tightness and rust dust around edge of bolt or nut. Rust dust is an indication of a loose wheel bolt.

(g) Check opening and closing of emergency door to see that the emergency buzzer is operating.

(h) Check windows and mirrors for cleanliness, cracks, or breaks. Maintain good visibility by keeping windows and mirrors clean.

(i) View underside of bus. Check for oil or grease leaks, exhaust system, springs and hangers, and body clamps.

(j) Check general body condition noting any scratches or dents as well as the legibility of bus markings. Bus markings should be kept clean for safety and public relations purposes.

(4) Interior equipment inspection

(a) Check to see that emergency equipment is securely in place, complete and in operable condition. The pressure gauge on the fire extinguisher should always register as fully charged.

(b) Check operation of the horn.

(c) Check windshield for cleanliness, condition of wiper blades, and operation of wipers.

(d) Check heater and defroster.

(e) Check dashboard gauges for visibility and proper functioning:

- The fuel gauge should indicate a safe margin of fuel for the day's operation and should never register less than one-fourth full.
- The oil pressure gauge should indicate adequate pressure. If adequate pressure is not indicated, the engine should be turned off. Report this condition immediately, and do not drive the bus.
- The ammeter should show a charge when the engine is running. If a discharge is indicated, stop the engine and report it at once.

- The water temperature gauge shows the temperature of coolant in the engine. After the engine has been running for several minutes, the indicator should show normal.
- The vacuum or air pressure gauge should indicate adequate capacity to operate the brakes. Do not operate the bus until the reserve vacuum or air pressure reaches the manufacturer's minimum recommendations. Excessive loss of pressure overnight can indicate a leak in the air system. Any excessive loss should be reported immediately.

(5) Brakes

(a) Check the holding power of the parking and/or emergency air brake.

(b) Check the pedal travel on foot brake and the position the pedal holds under continued pressure.

(c) Check brake lights. This can be done by having the reflection of the bus near a building or by noting the movement of the ammeter needle.

(6) Check condition of seats and floor

(7) Check emergency door operation from inside of bus.

(8) Check clutch for chattering or grabbing, amount of free pedal, proper release, and slipping tendency.

(9) When leaving the parking area, check for stiffness and free play (loose movement) in steering.

(10) Post-trip inspection procedures

(a) Inspect interior of bus for articles left on bus, and condition of seats, walls, and windows.

(b) Sweep and clean interior of bus if this is not to be done by maintenance personnel.

(c) Close all windows.

PRINCIPAL

(d) Check exterior of bus including condition of tires, mirrors, lights, and exhaust system.

(e) Complete bus condition report.

(f) Complete driver's report to principal on discipline problems, injuries, illnesses, or other information as appropriate. Also, report names of students causing bus damage. Provide names of students sitting in area of damage, type and amount of damage, and when damage was done.

(g) Turn in reports and/or articles left on bus to the appropriate school administrator.

d. Using the senses to assist in preventive maintenance

(1) Listening for trouble

(a) Sharp knock when picking up speed.

(b) Light knock when engine is running at idle speed.

(c) Dull regular knock.

(d) Clicking or tapping noises.

(e) Continuous or intermittent squeal or squeak.

(f) Loud exhaust noise.

(g) Engine backfiring, missing, popping, spitting, or overheating.

(h) Steaming and hissing.

(2) Feeling for trouble

(a) Excessive vibration in the engine compartment, steering wheel, or drive line may indicate trouble.

(b) Low speed or high speed shimmying.

(c) Hard steering and steering wander.

(3) Looking for trouble

(a) Sudden drop in oil pressure or excessive oil consumption.

(b) Smoke coming from under dash.

(c) Smoke coming from under hood.

(4) Smelling for trouble

(a) Odor of gasoline.

(b) Odor of burning rubber.

(c) Odor of burning oil.

(d) Odor of burning rags.

(e) Exhaust fumes.

e. Use of checklists

Local transportation administrators may wish to prepare checklist forms for use by each school bus driver. These forms can be designed to cover all areas of both the pre-trip and post-trip inspection. A suggested daily safety check and inspection form are provided in Appendix C of this guide.

## THINGS TO REMEMBER

Procedures for Manual Transmissions

Procedures for Automatic Transmissions

Daily Maintenance and Inspection Responsibilities for Driver

Using the Senses to Assist in Preventive Maintenance

## TEST YOUR UNDERSTANDING

TRUE/FALSE: Read each statement carefully. If the statement is true, place a "T" in the blank to the left. If the statement is false, place an "F" in the blank to the left.

_____ 1. When starting the bus, the first thing to do is depress the clutch.

_____ 2. It is important to race the motor when warming up the engine.

_____ 3. Always begin forward movement of the bus in first gear to prevent wear on the engine and clutch.

_____ 4. The bus will run better if your foot is slightly on the clutch.

_____ 5. Downshifting should not be used if the bus has air brakes.

_____ 6. Never attempt to start the engine of a bus with an automatic transmission by pushing or towing.

_____ 7. Daily checks of buses are not the driver's responsibility.

_____ 8. Articles left on the bus should be left alone and not touched by the driver.

_____ 9. It is impossible to use the senses to detect mechanical trouble.

_____ 10. The fuel gauge should never be allowed to register less than 1/4 full.

MULTIPLE CHOICE: Read the questions and each answer carefully. Select the correct answer and place the letter identifying that answer in the blank to the left.

_____ 1. When checking the oil level, the most accurate reading can be made during:

(a) pre-starting inspection (b) interior inspection of gauges (c) post-route inspection

_____ 2. Most fan belts will operate effectively with not more than how much slack:

(a) 1/2 inch (b) 1/8 inch (c) 3/4 inch

_____ 3. Never skip a gear in upshifting or downshifting as this causes undue:

(a) wear to gauges (b) engine and clutch wear (c) wear to brakes

_____ 4. When making the first outside-inside inspection, the engine should be:

(a) off (b) running (c) makes no difference

_____ 5. If the ammeter is showing a discharge during pre-trip inspection, the driver should:

(a) make the bus run and report condition later
(b) stop the engine and report at once
(c) replace the battery at once

# UNIT FOUR: TRAFFIC REGULATIONS AND DRIVING PROCEDURES

1. OVERVIEW

The school bus driver is responsible for the safety and well-being of passengers as well as for the safe operation of the bus. An understanding of safe driving procedures, laws, and regulations related to school bus transportation is essential for competent school bus driving.

2. CONCEPTS

The utilization of proper procedures in maneuvering a school bus through turns, in backing, in passing, while being passed, and in executing other driving tasks is vital to safe driving.

Compliance with general traffic laws as well as laws that are specific to school buses is necessary for operating a school bus safely.

3. INTENDED LEARNING OUTCOMES

a. Identify required equipment and markings for school buses.

b. Recognize traffic laws relative to the operation of a motor vehicle in Texas.

c. Describe the proper procedures for executing basic maneuvers such as turning, backing, passing etc.

4. CONTENT

Many of the definitions, regulations, and procedures included in this unit may also be found in the latest edition of the Texas Driver's Handbook which is periodically updated and distributed by the Texas Department of Public Safety. (The information contained in this publication may be used as a supplement to or substitute for the subject matter contained in this unit of instruction.)

a. Definitions

(1) Vehicles and equipment

(a) **Vehicle:** Every device in, upon, or by which any person or property is or may be transported or drawn upon a highway, except devices moved by human power or used exclusively upon stationary rails or tracks.

(b) **Motor Vehicle:** Every vehicle which is self-propelled and every vehicle which is propelled by electric power obtained from overhead trolley wires, but not operated upon rails.

(c) **Authorized Emergency Vehicle:** Vehicles of the fire department (fire patrol), police vehicles, public and private ambulances for which permits have been issued by the State Board of Health, emergency vehicles of municipal departments of public service corporations as are designated or authorized by the governing body of an incorporated city, and private vehicles operated by volunteer firemen while answering a fire alarm.

(d) **School Bus:** Every motor vehicle that complies with the color and identification requirements set forth in the most recent edition of standards as produced and sponsored by the National Commission on Safety Education of the National Education Association, Washington, D.C., and is being used to transport children to or from school or in connection with school activities, but not including buses operated by common carriers in urban transportation of school children. This includes every motor vehicle owned by a public or governmental agency, or privately owned and operated for compensation for the transportation of 10 or more children to or from school.

The National Commission on Safety Education of the National Education Association defines two types of school buses: Type 1 school bus shall mean any motor vehicle designed to carry more than 16 students to and from school. Type 2 school bus means any motor vehicle designed to carry 16 passengers or fewer to and from school.

(2) Governmental agencies, persons, owners, etc., defined:

(a) **Chauffeur.** Every person who is the driver for wages, compensation or hire, or for fare, of a motor vehicle transporting passengers.

Drivers of school buses must be at least 18 years of age and possess a valid type of license for the size of the bus being operated.

(b) **Driver.** Every person who drives or is in actual control of a vehicle.

(c) **Personal Injury.** A wound or injury to any part of the human body which necessitates treatment.

(d) **Police Officer.** Every officer authorized to direct or regulate traffic or to make arrests for violations of traffic regulations.

(3) Highways, restricted districts, zones, etc., defined:

(a) **Street or Highway.** The entire width between the boundary lines of every way publicly maintained when any part thereof is open to the use of the public for purposes of vehicular travel.

(b) **Private Road or Driveway.** Every way or place in private ownership and used for vehicular travel by the owner and those having express or implied permission from the owner but not by other persons.

(c) **Roadway.** That portion of a highway improved, designed, or ordinarily used for vehicular travel, exclusive of the berm or shoulder. In the event a highway includes two or more roadways, the term "roadway" as used herein shall refer to any such roadway separately but not to such roadways collectively.

(d) **Laned Roadway.** A roadway which is divided into two or more clearly marked lanes for vehicular travel.

(e) **Through Highway.** Every highway or portion thereof on which vehicular traffic is given preferential right-of-way, and at the entrances to which vehicular traffic from intersecting highways is required by law to yield right-of-way to vehicles on such through highway in obedience to a stop sign, yield sign, or other official traffic-control devices, when such signs or devices are erected.

(f) **Limited-Access or Controlled Access Highway.** Every highway, street or roadway in respect to which owners or occupants of abutting lands and other persons have no legal right of access to or from the same except at such points only and in such manner as may be determined by the public authority having jurisdiction over such highway, street, or roadway.

(g) **Arterial Street.** Any U.S. or state number route, controlled access highway designated by local authorities within their respective jurisdictions as part of a major arterial system of streets or highways.

(h) **Intersection.**

- The area embraced within the prolongation or connection of the lateral boundary lines of the roadways of two highways which join one another at, or approximately at, right angles, or the area within which vehicles traveling different highways joining at any other angle may come in conflict.
- Where a highway includes two roadways 30 feet or more apart, then every crossing of each roadway of such divided highway by an intersecting highway shall be regarded as a separate intersection. In the event such intersecting highway also includes two roadways 30 feet or more apart, then every crossing of two roadways of such highways shall be regarded as a separate intersection.
- The junction of an alley or driveway with a street or highway shall not constitute an intersection.
- Notwithstanding the provisions of paragraph (2) above, the State Highway Commission and local authorities may, in matters of highway and traffic engineering design, consider the separate intersections of divided highways with medians 30 feet wide or wider, as defined in paragraph (2) above, as components of a single intersection.

(i) **Crosswalk.**

- That part of a roadway at an intersection included within the connections of the lateral lines of the sidewalks on opposite sides of the highway measured from the curbs, or in the absence of curbs from the edges of the traversable roadway.
- Any portion of a roadway at an intersection or elsewhere distinctly indicated for pedestrian crossing by lines or other markings on the surface.

(j) **Official Traffic-Control Devices.** All signs, signals, markings, and devices used for the purpose of regulating, warning, or guiding traffic.

(k) **Railroad.** Any sign, signal, marking, or device erected by authority of a public body or official or by a railroad and intended to give notice of the presence of railroad tracks or the approach of a railroad train.

(l) **Right-of-Way.** The right of one vehicle or pedestrian to proceed in a lawful manner in preference to another vehicle or pedestrian approaching under such circumstances of direction, speed, and proximity, as to give rise to danger of collision unless one grants presence to the other.

(4) Miscellaneous definitions.

(a) **Daytime and Nighttime.** "Nighttime" means from one-half hour after sunset until one-half hour before sunrise, and "daytime" means at any other hour.

(b) **Stop.** When required means complete cessation from movement.

(c) **Stop or Stopping.** When prohibited means any halting even momentarily of a vehicle, whether occupied or not, except when necessary to avoid conflict with other traffic or in compliance with the directions of a police officer or traffic-control sign or signal.

b. Obedience to and effect of traffic laws

(1) Traffic laws refer to vehicles upon the highway with a few exceptions. The regulations relating to the operation of vehicles refer exclusively to the operation of vehicles upon highways except:

(a) Where a different place is specifically referred to in a given section.

(b) The provisions of accident reporting shall apply upon all public roadways and upon privately owned free parking areas provided by business establishments.

(2) Required obedience to traffic laws

It is unlawful for any person to do any act forbidden or fail to perform any act required by statute.

(3) Obedience to police officers

No person shall willfully fail or refuse to comply with any lawful order or direction of any police officer.

(4) Traffic laws are applicable to all drivers.

c. Equipment and markings for school buses

(1) Required equipment—See Appendix "D" for the lighting diagrams of school buses.

(a) At least two headlamps with at least one on each side of the front.

(b) At least two red taillamps mounted on the rear.

(c) A white lamp to illuminate the registration plate.

(d) Two or more red reflectors on the rear, either as a part of the taillamp or mounted/ installed separately.

(e) Two or more red or amber stop lamps.

(f) Red or amber electric turn signal lamps.

(g) A horn in good working order. (Capable of being heard for a distance of 200 feet.)

(h) Exhaust system

- Every school bus shall be equipped with a muffler in good working order.
- The engine shall be equipped and adjusted to prevent the escape of excessive fumes or smoke and the exhaust emission system shall be maintained in good condition and operable.

(i) A system of mirrors shall give the seated driver a view of the roadway on each side of the bus and the area immediately in front of the front bumper.

(j) Approved safety glass material in vehicle doors, windows, and windshields.

- The windshield shall be equipped with a device for cleaning rain, snow, or other moisture from windshield.
- Windshield wipers shall be maintained in good working order.

(k) Any bus operated upon any highway outside an urban district, or upon any divided highway at any time from a half hour after sunset to a half hour before sunrise must be equipped with three flares or three red electric lanterns or three portable red emergency reflectors.

(l) Each school bus 80 inches or more in overall width will be equipped with:

- On the front, two amber clearance lamps, one at each side, and on the rear two red clearance lamps, one at each side.
- On each side, two side marker lamps with one amber lamp at or near the front and one red lamp at or near the rear.

(m) Warning signal lamps

- Flashing warning signal lamps (loading/unloading lights) mounted as high and as widely spaced as practical, which shall be capable of displaying to the front two alternately flashing RED lights, and to the rear two alternately flashing RED lights of sufficient intensity to be visible at 500 feet in normal sunlight.
- Emergency warning lamps (hazard lights) on every school bus 80 inches or more in width or 30 feet or more in length, mounted at the same level and as widely spaced as practical, which shall be capable of displaying to the front two simultaneously flashing white or amber lights and to the rear two simultaneously flashing amber or red lights visible from a distance of 500 feet in normal sunlight.

(n) Brakes

- Adequate service and parking brakes are required on all school buses.

(o) Approved fire extinguisher and first aid kit (see Unit Six for specifications).

(2) Required markings

(a) All school buses shall be identified with the words "SCHOOL BUS" printed in letters not less than eight inches high located between the warning signal lamps as high as possible without impairing visibility of the lettering from front and rear. (Texas law requires school bus signs on all four sides of school buses.)

(b) All school buses shall be painted National School Bus Glossy Yellow.

(c) All school buses shall have bumpers of glossy black.

(d) All school buses shall be equipped with a system of warning signal lamps.

(e) All school buses shall have a system of mirrors that will give the seated driver a view of the roadway to each side and rear of the bus and of the area immediately in front of the front bumper of the bus.

(3) Optional equipment

(a) In addition to the regular signal and warning lamps required, a school bus may be equipped with rooftop warning lamp (revolving strobe light) that conforms to and is placed on the bus in accordance with approved specifications. This warning lamp shall be operated only during inclement weather when the bus is stopping or is stopped on the highway for the purpose of permitting school children to board or alight from the school bus.

(b) A school bus may also be equipped with a movable stop arm in conformity with applicable regulations. It shall be operated only when the bus is stopped for the purpose of permitting school children to board or alight from the bus.

d. Driving procedures and regulations regarding the operation of school buses

(1) Driver position

To be a good bus driver, each driver must position himself or herself for comfort, for good vision, and to be within reach of all driver compartment controls.

(a) Adjust driver's seat

(b) Adjust all mirrors for most advantageous use

- Inside mirror
- Outside mirrors adjusted so that the driver can see the rear wheel wells and bumper
- Cross-over mirror for front of bus

(c) Fasten seat belts

(d) Become familiar with the entire instrument panel and know where each instrument, device, and control (gauge, dial, and switch) is located.

(2) Signaling intentions

(a) **Signals.** All drivers are required to signal every time before they turn from a direct course on the roadway or change lanes or turn right or left at any intersection. Turn signals shall be given continuously for at least the last 100 feet before turning. A minimum of 300 feet is recommended. No driver shall stop or suddenly decrease the speed of his or her vehicle without first giving an appropriate signal to any vehicle to the rear, when there is an opportunity to give such a signal.

(b) **Loading/unloading lights.** When a school bus is being stopped or is stopped on a public street or highway to permit school children to board or alight from the bus, the bus driver shall activate all flashing warning signal lights or other equipment on the bus designated to warn other drivers that the bus is stopping to load or unload children. It shall be illegal for the driver of a school bus to fail to activate all such lights or equipment as required by law. It shall also be unlawful to operate any flashing warning signal light on any school bus except when the bus is being stopped or is stopped for the purpose of permitting school children to board or alight from the school bus.

(c) **Emergency/hazard lights.** These lights may be used to warn approaching drivers of the presence of a vehicular traffic hazard requiring the exercise of unusual care. These lights need not be displayed by a vehicle legally parked inside the city limits or lawfully stopped to receive or discharge passengers.

(3) General procedures for turning

(a) Preparing for turns

- Check traffic to front, sides, and rear of bus
- Give proper signal and move vehicle into the proper lane for turning at least within one-half block before a turn, if possible.

(b) Making turns

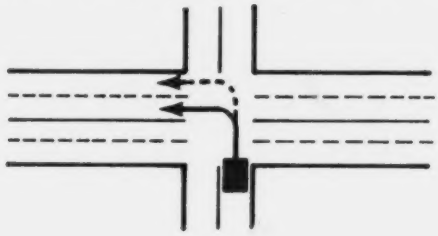
- Give proper turn signal at least 100 feet before a turn
- Reduce speed and downshift to proper gear needed to execute turn
- Check for clear right-of-way
  - Traffic signal, signs, pedestrians, and vehicles
  - Use all mirrors
  - Turn head and check blind spots along the side of the bus

(c) Execute turn

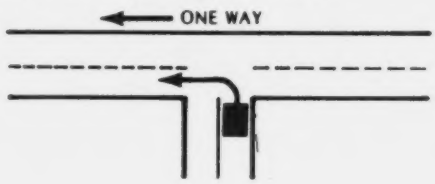
- Make turn smoothly using hand-over-hand steering method. Grip steering wheel so that palms are kept on its outside diameter.
- Never shift gears during a turn
- Check mirrors while executing turn
- Enter the proper lane and check turn signal for cancellation
- Steer wheels back into position. Do not let steering wheel spin back into straight-ahead position.

(4) Lane selection in turning

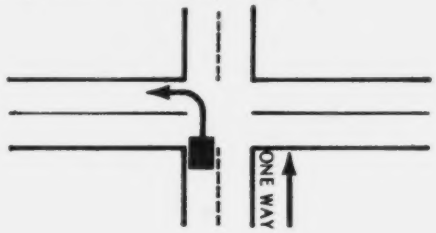
(a) Left from a two-way roadway onto a two-way roadway having either two, four, or six lanes:



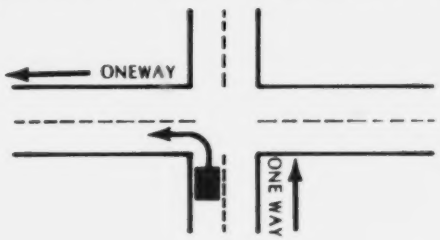
(b) Left from a two-way onto a one-way roadway:



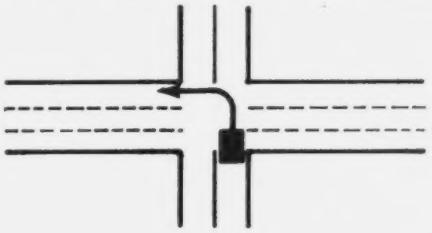

(c) Left from a one-way onto a two-way roadway:



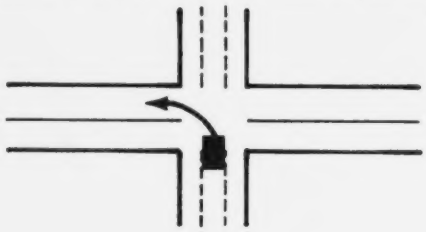

(d) Left from a one-way roadway onto a one-way roadway. Vehicle must approach for the turn, and make the turn, as close as practicable to the left-hand curb or edge of the roadway.



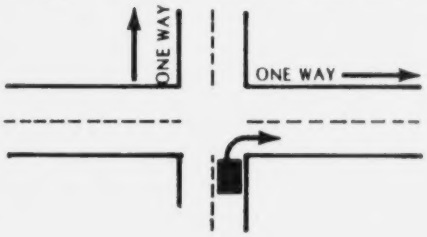

(e) Left from a two-way onto a three-lane, two-way roadway:



(f) Left from a three-lane, two-way roadway onto a two-lane, two-way roadway:



(g) Right turn from any type roadway onto any type roadway:




(h) When turning right, large school buses must have curb clearance for the rear wheels. Two procedures may be used in executing right turns. Regardless of the method used, the driver should remember that the responsibility for making a safe turn rests with the bus driver. Two alternatives for making right turns are presented below:

- Approach the corner in the right-hand lane with the right turn signal on and about four feet from the curb. The bus should be close enough to the curb to keep a car from passing on the right. As soon as the front wheels pass the corner, turn wide to the right, swinging over the center of the side street if necessary, in order for the right rear wheel to clear the curb.
- If the street onto which the turn is being made is narrow, it may be necessary to approach as above, then carefully steer left far enough to place the right rear wheel in position to miss the curb but not far enough away to invite passing on the right. Then, turn sharply right into the narrow street or driveway. When you most enter the left side of the roadway, watch carefully and be prepared to yield to oncoming traffic.

(5) Turning around

(a) No turnaround shall be made on any curve or upon the approach to or near the crest of a hill or grade where the turning vehicle cannot be seen by the driver of any other vehicle approaching from either direction within 500 feet.

(b) In many cases, the safest and often quickest way to turn a bus around is to drive around the block or make a legal U-turn, since neither involves backing or prolonged exposure to through traffic. However, the use of these methods may not be possible when on a dead-end street, rural road, or in other prohibitive situations.

Usually, the best type of turnabout can be executed by backing into an alley, driveway, or side street located on the right side of the roadway. The driver will usually have better visibility of through traffic since he/she can then enter the main street or highway in a forward direction. However, it is permissible to make a left or right turn into

an alley, driveway, or side street and then back into the main street far enough to proceed forward in the opposite direction. In either instance, the driver shall signal properly and check carefully for pedestrians and other traffic while backing.

(6) Right-of-way rules

(a) Right-of-way at intersections not controlled by signs or signal devices

- Drivers on single-lane or two-lane roadways must yield the right-of-way to vehicles on divided roadways or roadways of three or more lanes.
- Drivers on unpaved roadways must yield the right-of-way to vehicles on paved roadways.
- Drivers on roadways consisting of the same number of lanes and similar surfacing must yield the right-of-way to vehicles approaching from the right which are close enough to constitute a hazard.
- Drivers who are required to yield the right-of-way may enter the intersection only if the movement can be made without interference or collision with traffic using the intersection.

(b) Right-of-way at an intersection with a stop or yield sign

- Drivers approaching intersections controlled by stop or yield right-of-way signs must obey such signs and may then enter the intersection if the movement can be made without interference or collision with traffic using the intersection.

(c) Right-of-way at an intersection with a signal light

- When stop-and-go lights are operating, a driver entering the intersection on a green light has the right-of-way.
- When stop-and-go lights are operating, a driver approaching the intersection on a steady red light alone must stop. After standing until the intersection may be safely entered, a driver may then turn right or, if the intersecting streets are both one-way, may turn left. (Turns on red lights may be prohibited by traffic signs.) When a green arrow shows, the driver may drive only in the direction the arrow points and shall yield the right-of-way to pedestrians lawfully using the crosswalk and to other traffic lawfully using the intersection.
- When a flashing red light is operating, a driver approaching the red light must stop completely before entering the intersection. Procedure and right-of-way after stop are the same as at a stop sign.
- A flashing yellow light is a caution signal to warn drivers of a traffic hazard and requires a speed slow enough to stop to avoid a collision.

(d) Right-of-way in entering a roadway

- A vehicle entering or crossing a roadway from an alley, building, private road or driveway must yield to vehicles on the roadway.
- A vehicle emerging from an alley, driveway, or building in a business or residential area must stop before driving onto the sidewalk and yield to any pedestrians and to vehicles on the roadway.

- A vehicle entering a roadway or traffic lane from an angle or parallel parked position, or from the roadway shoulder, must yield to all vehicles close enough to constitute an immediate hazard.

(e) Right-of-way left turns

- A vehicle turning left at an intersection must yield to those vehicles approaching from the opposite direction that are so close as to constitute an immediate hazard.
- A vehicle turning left within an intersection or into an alley, private road, or driveway, must yield to any vehicle approaching from the opposite direction which is within the intersection or so close thereto as to be an immediate hazard.

(f) Right-of-way on the approach of an emergency vehicle

The approach of an emergency vehicle using a siren and/or red light requires other vehicles to move to the right, clear of any intersection, and stop until the emergency vehicle has passed. When conditions make it impossible to move to the right, the vehicles should stop and remain stopped until the emergency vehicle has passed.

(7) Regulations at school bus loading or unloading stops

(a) A vehicle approaching from either direction must STOP AND REMAIN STOPPED for school buses loading or unloading students when the alternating flashing red lights are activated. This applies in both city and rural areas.

(b) A vehicle shall not proceed past the stopped bus until the bus resumes motion, the alternating red flasher lights cease flashing, or when the bus driver signals motorists to proceed.

(c) A vehicle on a separate roadway is not required to stop upon meeting or passing a school bus on a different roadway.

(8) Procedures at railroad crossings

(a) The driver of **every** school bus shall stop before crossing at grade **any** track or tracks of a railroad. The stop shall be within 50 feet but not less that 15 feet from the nearest rail. While stopped, the driver shall look and listen in both directions along the track(s) for any approaching train and for signals indicating the approach of a train and shall not proceed until it is safe to do so.

(b) After stopping for a railroad crossing, the driver shall cross only in such gear of the vehicle that there will be no necessity for changing gears and the driver shall not shift gears while crossing the track or tracks.

(c) After stopping, the driver shall obey every signal which indicates the approach of a train and shall not cross the tracks when a train is approaching within a distance of 1,500 feet or less and such train by reason of its speed or nearness to the crossing is an immediate hazard.

(d) Red alternating flashing lights on the school bus are not to be used by a driver while stopping or stopped for a railroad crossing. Emergency flashers/hazard lights are recommended for use.

(9) Procedures for expressway driving

Expressway driving is different from the stop-and-start routine the driver finds on the open roadway or on city streets. Expressways require the driver to adjust to a higher speed of travel. Procedures for driving on expressways are presented in the following paragraphs:

(a) Procedures for entering the expressway

- Slow down, look, and signal before turning onto an expressway approach.
- Use acceleration lane to pick up speed.
- Yield right-of-way to traffic already on the expressway.
- Pick an opening in the traffic, check signal to enter, adjust speed as needed and merge smoothly into the flow of traffic. Cancel signal when stabilized in driving lane.

(b) Procedures while driving on the expressway

- Select the lane of traffic traveling the speed of the bus. Generally, school buses should travel in the far right lane on expressways because of their maximum speed limit of 50 mph.
- Faster travel creates a need for increasing the following distance. Follow no closer than four seconds behind the vehicle immediately ahead.
- Observe signs identifying changes in speed limits, exit areas, entrance areas, construction or maintenance areas, or other factors that influence driving.
- Driver blind spots must be checked immediately prior to any lane change maneuver.
- Constantly apply the identify, predict, decide, and execute (I.P.D.E.) formula of defensive driving.

(10) Parking regulations

(a) Outside a business or residence district no person shall stop, park, or leave standing any vehicle upon the main traveled part of the highway. When it is practical to do so, the vehicle shall be stopped or parked off the main portion of the highway. In every event, a clear view of the stopped vehicle shall be available from a distance of 200 feet in each direction and an unobstructed width of the highway opposite the stopped vehicle shall be left for the free passage of other vehicles. At night, activate hazard lights, parking lights, and/or low beam headlights.

(b) It is illegal to stop, stand, or park a vehicle under the following conditions:

- On the roadway side of any vehicle that is stopped or parked at the curb or edge of the street; on a sidewalk; within an intersection; on a crosswalk; along side or opposite any street excavation or obstruction; upon any bridge or elevated structure; within a tunnel; on any railroad track; or at any place where official signs prohibit parking.
- In front of a public or private driveway; within 15 feet of a fire hydrant; within 20 feet of a crosswalk; within 30 feet of any flashing signal, stop sign, yield sign or other traffic control device; or within 20 feet of the entrance to any fire station.
- Within 50 feet of a railroad crossing.

(c) Except where angle parking is permitted, vehicles must be parked with the wheels on the curb side within 18 inches of the curb. Vehicles must be parked in the direction of authorized traffic movement.

(d) No person driving or in charge of a motor vehicle shall permit it to stand unattended without stopping the engine, locking the ignition, removing the key, and setting the park brake. When parking on any downgrade, the front wheels must be turned toward the curb or side of the highway. When parking on an upgrade with curbing, the front tires should be turned away from the curb. When a curb is not present, the front tires should be turned toward the edge of the roadway.

(e) No person shall open the door of a motor vehicle on the traffic side unless it is safe to do so and is done without interfering with other traffic, nor shall the door be left open longer than necessary to load or unload passengers.

(11) Accident reporting

(a) The driver should be familiar with the local school district's policy regarding the reporting of school bus accidents and abide by those policies in addition to state law.

(b) The driver of any school bus involved in a traffic accident is required by law to:

- Stop at the scene and render assistance to injured parties.
- Identify himself or herself to other parties involved.
- Immediately notify the appropriate law enforcement agency of an accident involving injury or death. The city police department should be informed of such accidents which occur within the city; the Texas Highway Patrol or county sheriff's office of rural accidents.
- Make a reasonable effort to notify the owner or person in charge of an unattended vehicle, fixture, livestock, or other property damaged in the accident. If unable to locate either, the name and address of the driver must be left in a conspicuous place in or on the damaged property.
- Make a written report to Statistical Services, Texas Department of Public Safety, Austin, Texas, on the approved form, available at all police agencies, in the event there was an injury, a death, or a total damage, including damage to all vehicles and property, of $250 or more (even though only one vehicle was involved).
- Submit a completed form SR-21 to the Texas Department of Public Safety when an accident results in injury, death, or damage of at least $250 to the property of any one person.

(c) See Unit Six for additional information.

(12) Other driving regulations and procedures

(a) Following other vehicles

- The driver of a following vehicle must maintain an assured clear distance behind the vehicle ahead, exercising regard for the speed of such vehicle, traffic and roadway conditions, so that the vehicle following can be safely brought to a stop without colliding with the vehicle ahead, or veering into other vehicles, objects, or persons.

- Motorcades and caravans must allow sufficient space between vehicles to permit other vehicles to enter and occupy such space safely. This law does not apply to funeral processions.

(b) **Driving on the right side.** Driving on the right side of a roadway is required except in the following places:

- When overtaking and passing a vehicle proceeding in the same direction on a two-lane highway.
- When the right half of a roadway is closed to traffic. All traffic should share with caution the half that is open to traffic.
- When a two-way roadway is divided into three marked lanes for traffic. A vehicle may use the center lane for overtaking and passing or for preparing to turn left unless the center lane is restricted to left turn traffic only.
- When a roadway is designated and posted as one-way.

(c) **Driving on the left side.** Driving on the left side of a two-way roadway, even when passing, is prohibited in the following places:

- Within a marked no-passing zone. A no-passing zone is identified by a solid yellow line in the driver's lane.
- When approaching within 100 feet of or while passing through any intersection or railroad grade crossing. This applies both inside and outside the limits of an incorporated city.
- When approaching within 100 feet of any bridge, viaduct, or tunnel.
- Where there is a double yellow line between the lanes.
- In any instance where the overtaking vehicle cannot safely return to the right-hand side of the roadway before coming within 200 feet of any approaching vehicle.

(d) Passing regulations

- On a two-lane, two-way roadway, the driver may overtake and pass only on the left side, except when the vehicle being overtaken is making a left turn; or when the roadway is wide enough for two unobstructed lines of traffic in each direction. The driver must clear by a safe distance the vehicle being overtaken and must return to the right-hand side of the roadway before coming within 200 feet of any approaching vehicle.
- On a three-lane, two-way roadway, the driver may overtake and pass in a center lane, but only when the lane is clear of oncoming traffic for a safe distance.
- On a roadway with four or more lanes and two-way traffic, the driver may overtake and pass in any lane on the right half of the roadway, being sure before overtaking and passing another vehicle on the right that it can be done safely. The driver must not drive off the pavement in order to do so.

(e) Being overtaken and passed by another vehicle

- On a two- or three-lane, two-way roadway, an audible signal given by an overtaking driver requires that the driver give way to the right side of the driver's lane and not increase his or her speed until the overtaking vehicle has completed passing.

- On a four-lane roadway or a roadway divided into two or more clearly marked lanes, the driver must drive within a single lane. The driver must not leave this lane either to the right or left if such movement will interfere with a vehicle overtaking or passing the bus.

(f) Backing regulations

- Backing should not be done unless absolutely necessary.
- The driver of a vehicle shall not back unless such movement can be made with safety and without interfering with other traffic.
- The driver of a vehicle shall not back the bus upon any shoulder or roadway of any controlled-access highway.
- When possible, the school bus should be positioned to eliminate the need for backing. However, if backing is necessary, the following practices are recommended:
  - Get out and walk around the bus to make certain there is nothing behind. Then back immediately and watch carefully.
  - Use both rearview mirrors.
  - If necessary to back some distance, stop part way, then get out and check progress.
  - If possible, have another adult stand in a safe place and guide the driver by signaling.
  - Never back around an intersection corner to turn around.
  - When backing over a sidewalk into a street, stop at the sidewalk and check for pedestrians and proper clearance. Stop again at the curb to make a last check of traffic before backing into the street.
  - Do not depend entirely upon the rear view mirror.

(g) **Caution.** In many instances, a school bus is a slower moving vehicle and should be driven accordingly.

- It is illegal to willfully drive a vehicle so slowly as to obstruct or impede the normal, reasonable, and safe movement of traffic.
- A vehicle moving slower than the normal speed of traffic is required to be driven in the right-hand lane or as near as practicable to the right-hand curb or edge of the roadway.

(h) Speed limits

- The maximum speed limit for school buses is 50 MPH on any roadway.
- Inside urban areas, school buses must comply with local speed regulations. In an urban area, the speed limit is 30 MPH unless otherwise posted.

(i) Signs, signals, and markings

A thorough knowledge of highway signs, signals, and markings is necessary to be a safe school bus driver. This information is presented in the *Texas Drivers Handbook*, published by the Texas Department of Public Safety.

## THINGS TO REMEMBER

Definitions

Obedience to and Effect of Traffic Laws

Markings and Equipment Required for School Buses

Driving Procedures and Regulations Regarding the Operation of School Buses

## TEST YOUR UNDERSTANDING

TRUE/FALSE: Read each statement carefully. If the statement is true, place a "T" in the blank to the left. If the statement is false, place an "F" in the blank to the left.

_____ 1. School buses may have red bumpers so as to be seen better.

_____ 2. The first thing a driver should do when he or she sits down in the bus seat is fasten the seat belt.

_____ 3. Always slow down and look before turning onto an expressway approach.

_____ 4. Red alternating flashing lights on the school bus may be used when stopped for a railroad crossing.

_____ 5. It is illegal to stop, stand, or park a vehicle within 50 feet of a railroad crossing.

_____ 6. A bus driver must open the door at a railroad crossing.

_____ 7. The driver of any school bus involved in an accident is required by law to identify himself or herself to other parties involved.

_____ 8. Passing is prohibited when approaching within 100 feet of any bridge, viaduct, or tunnel.

_____ 9. A driver should never back around an intersection corner to turn around.

_____ 10. Backing should not be done unless absolutely necessary.

MULTIPLE CHOICE: Read the questions and each answer carefully. Select the correct answer and place the letter identifying that answer in the blank to the left.

_____ 1. "Emergency vehicle" describes a:

(a) police car (b) wrecker (c) trailer

_____ 2. Every person who drives or is in actual control of a vehicle is the definition for:

(a) chauffeur (b) driver (c) pedestrian

_____ 3. When complete cessation of movement is required, the driver should:

(a) start (b) stop (c) slow down

_____ 4. Traffic laws are applicable to:

(a) some drivers (b) bus drivers only (c) all drivers

_____ 5. At least two taillamps mounted on the rear of the bus are:

(a) suggested (b) required (c) optional

# UNIT FIVE: DEFENSIVE DRIVING

## 1. OVERVIEW

According to the National Safety Council, defensive driving is defined as driving in such a manner as to "save lives, time and money in spite of the conditions around you and the actions of others." This definition is soundly based on the indisputable premise that almost all collisions are preventable and, therefore, avoidable. The purpose of defensive driving is to reduce to a minimum the chances of being involved in a collision. The welfare and safety of students riding on the school bus are dependent to a very large measure on the driver's understanding and constant utilization of defensive driving practices. This unit of instruction presents the techniques commonly employed by a defensive driver.

## 2. CONCEPTS

a. Defensive driving is necessary in the daily operations of the school bus.

b. Habits and techniques of defensive driving can be learned and used by any school bus driver.

c. Defensive driving is based on a systematic process of identifying clues in the driving environment, predicting evolving traffic situations, deciding on safe and appropriate action, and executing the decision with control.

## 3. INTENDED LEARNING OUTCOMES

a. Recognize the types of attitudes and behaviors that exemplify the defensive driver.

b. Identify those adverse conditions and driving errors that commonly contribute to traffic accidents.

c. Apply the "I.P.D.E. Formula" and related techniques for defensive driving to various traffic situations.

## 4. INSTRUCTIONAL CONTENT

a. Components of defensive driving

The task of driving defensively is composed of many parts. It includes concentration, reasoning, making decisions, selecting, evaluating, planning, thinking, and other factors. In practical application, defensive driving involves at least the following types of driver behavior:

DEFENSIVE DRIVING SHOWS

(1) Voluntary compliance with the traffic laws of the state and municipalities

(2) Avoidance of driving errors or mistakes

(3) Making allowances for the incorrect or unlawful acts of other drivers

(4) Making allowances for hazardous weather and road conditions

(5) Executing any driving maneuver in order to prevent a collision

b. A formula for defensive driving

A sound approach to defensive driving is to employ the I.P.D.E. formula. Each part of this formula is described in the following paragraphs:

(1) **Identify**—Identifying refers to the process of gathering information through the use of the senses from the traffic environment. Information gained in the "identify phase" of the I.P.D.E. formula is the basis upon which the balance of the formula must be developed. The sense of sight is the primary sense employed in the collection of traffic information in the "identify phase."

(2) **Predict**—Predicting involves making projections about how traffic patterns will develop based on observed circumstances. In predicting, the driver must take information gathered in the "identify phase" and anticipate impending traffic circumstances. Identification without prediction cannot be effective, whereas prediction without having first identified is in effect impossible. Also, prediction must be accomplished prior to the application of the remainder of the I.P.D.E. formula. Factors such as speed, road conditions, vehicle capabilities, and environmental conditions are influential in the "predict phase."

(3) **Decide**—Deciding is the process of making a decision on the safest driving maneuver to make. In essence, it is the point at which the driver identifies available/viable alternatives to avoid collisions. Decisions must be based on predicted developments and other factors such as speed, road conditions, and vehicle performance. The frequency of quick decisions can be reduced if the driver functions effectively in the "identify" and "predict" phases. In the decision phase, it is imperative that the driver make a definite commitment in time to act before a collision occurs. Delaying a decision unduly is hazardous and will increase the frequency of quick and usually faulty decisions. A decision, based on accurate information and projections, must precede the "execute phase" of the I.P.D.E. formula.

(4) **Execute**—Executing is the active process of following through on a decision. It involves the manipulation of the vehicle being driven. The execution may be braking, changing lanes, increasing speed, decelerating, or a combination of these and other driving skills. During the "execution phase," the driver may be required by traffic developments to reevaluate the situation through the reapplication of the I.P.D.E. formula. The effectiveness of the execution in avoiding a collision is dependent upon physical skills in maneuvering a vehicle and upon previous efforts in the "identify," "predict," and "decide" phases of the I.P.D.E. formula.

c. Factors contributing to accidents

Accident statistics reveal that disobedience of traffic laws, especially regarding speed, is the factor most frequently associated with traffic accidents. In addition, a number of other factors have been identified that contribute to accidents. The following information describes some of these factors:

(1) Actions of drivers contributing to accidents

(a) Vehicle in front slowing down, stopping, or backing

(b) Vehicle behind following too closely

(c) Oncoming vehicle being driven to the left of center, turning left, or failing to dim headlights

(d) Vehicle approaching from an angle, driving or backing across traffic lane

(e) Passing vehicle cutting back into the lane of traffic too quickly, or passing on the right

(f) Vehicle being passed changing lanes or pulling away from curb without clearance or warning

(2) Driving conditions contributing to accidents

(a) Adverse road and weather conditions—water, ice, snow, gravel, reduced visibility, etc.

(b) Hazardous traffic conditions—congestion, roadway design, identification of roadway.

(c) Faulty vehicles—poor brakes, worn tires, steering problems, etc.

(d) Driver conditions—being emotionally upset, having physical maladies, under the influence of alcohol, fatigued, etc.

(3) Driver distractions contributing to accidents

(a) Route problems. More than half of all traffic mishaps occur when drivers get so intent on route problems that they fail to operate the vehicle safely.

(b) Mental disturbance. A driver looks with the eyes but sees with the mind. Unless normal seeing habits in traffic are good, errors in seeing cannot be avoided when in a hurry, worried, irritated, bored, tired, not feeling well, or lost in thought. Every driver has a "hurry habit" to some extent and is tempted to find ways around traffic delays. This factor all too often contributes to traffic accidents.

(c) Scenery. This covers anything along the road that attracts the driver's attention for too long a period of time.

(d) Distractions in the vehicle. Staring at insects in the vehicle, staring at the instrument panel, turning the head to talk with passengers, or allowing noisy students to distract the driver are examples of in-the-vehicle distractions that should be avoided.

(4) Incorrect seeing habits

An often overlooked fact is that accidents usually occur when conditions are favorable for safe driving. Accidents often happen to sober, well-intentioned drivers who have been driving for several years, and who have good driving records. However, when drivers think or concentrate on something else besides driving and therefore drive by habit alone, accidents will inevitably occur. When driving by habit alone, most drivers "see" only the left edge of the traffic lane a short distance ahead, objects near the right edge of the lane, and on-coming vehicles or the vehicle immediately ahead.

All three of these seeing habits are incorrect for safe and defensive driving. Such practices allow distractions to trap drivers into making improper driving manuevers.

d. Strategies for defensive driving

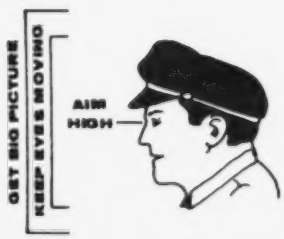
The basic principles of I.P.D.E. are designed to promote safe driving. To use the I.P.D.E. formula effectively, a driver must develop specific habits and driving techniques. Information presented in the following paragraphs should provide a foundation for defensive driving.

(1) Seeing techniques

(a) Aim high in steering

- Generally speaking, most drivers tend to leave excessive space between their vehicle and the right edge of the roadway. The tendency to drive in the left lane, or in the left portion of any lane, is generally the result of a driver's habit of looking to the left of the lane for steering purposes. Being positioned to the left of center in the vehicle causes the driver to position the eyes to the left of center. Also, a tendency exists in many drivers to restrict the visual search to the roadway immediately in front of the vehicle being driven.
- Drivers should develop the practice of lengthening the visual search area and execute an occasional brief glance well ahead of the usual search area. Such procedures will assist the driver in the identification process, in steering in a straight line or in turns, and in maintaining proper lane position.
- At night, the driver must visually search the area illuminated by the headlights. When visibility is poor and the driver must look nearer the front of the vehicle for proper vision, the high-aim steering habit will automatically reduce speed.
- The vehicle seat should permit the driver to sit erect with the mid-back supported and the line of vision well above the steering wheel. A low seating position for the driver will contribute to steering problems. If needed, the driver should secure and use a cushion to sit on in order to elevate the driving position.

(b) Keep the eyes moving




- Important events take place in various parts of the driving scene. The eyes should be moved continually to look near, far ahead, to both sides, and in the rearview mirror.
- Keeping the eyes moving will prevent fixed staring. Staring results in concentration in only one area and is a dangerous habit. An entire traffic picture can change instantly. Movement of the eyes provides changes that give a sharp image and increases side vision. Eye movement also helps in keeping a high degree of alertness.
- More abundant and more current traffic details are available through continued eye movement. By keeping the eyes moving, the driver's brain is constantly receiving reports on surrounding traffic conditions.
- The eyes moving technique is not only a side to side movement, but also a close-up and far-away movement. The latter type of movement increases the driver's accuracy of depth perception.

(c) Get the "Big Picture"

- The "Big Picture" is actually a product of aiming high and keeping the eyes moving. The Big Picture exists in the brain and is the product of information gathered through aiming high and keeping the eyes moving. Look with your eyes but see with your mind.

(d) Leave a way out

- Leaving a way out means leaving an escape route/path open. This is done by being alert to changing conditions in traffic and visualizing what to do if one of the other drivers makes a mistake.
- The expert driver leaves an out by allowing adequate following distance and a swerve path to each side. A following distance of at least four seconds is recommended for school buses. Driving with a space cushion around the vehicle is one aspect of defensive driving.

(e) Make sure others see the bus

- Occasionally, pedestrians and other drivers using incorrect visual habits will need to have their attention drawn to the bus. A tap on the horn to warn the unsuspecting person is preferable to a sudden stop. Sudden stops contribute to rear end collisions and can cause injuries to passengers inside the bus.
- When adverse visual conditions prevail, such as dusk or bad weather, use of low-beam headlights will assist other drivers and pedestrians in identifying the school bus. Use of low-beam headlights under the conditions noted is preferable to use of the parking lights.
- Flashing of brake lights by pumping the brake pedal, when slowing down or standing, will assist drivers to the rear in noting speed differentials.
- The position of the bus on the roadway can affect the ability of the other driver to see the bus. Driving in another vehicle's blind spot for any extended length of time is an example of poor vehicle positioning and should be avoided.
- Signaling intentions is another technique for making sure other drivers see the bus.

(2) Compensating for special driving problems

(a) Night driving

- Never over-drive your headlights. Reduce speed at night so as to be able to stop within the distance illuminated by the bus headlights.
- Turn on headlights immediately at sunset, or earlier if twilight visibility is poor.
- Dim headlights when within 500 feet of an approaching vehicle, and when following within 300 feet of another vehicle.
- Pedestrians are sometimes difficult to see at night. Be especially alert for movement on the edge of the roadway.
- Windshields and windows should be kept clean so vision will not be blurred or obstructed.
- Driving while exhausted is extremely hazardous. A driver should park the bus and get some rest before proceeding. (Stop at least every two hours or every 100 miles and do not drive more than eight hours per day.)

(b) Winter driving

- Reduce speed for hazardous road conditions
- Keep the vehicle in excellent operating condition

- Keep windows and windshield clear of fog and ice
- Be aware and alert for icing of bridges and roadways
- To prevent skidding when a sudden stop is necessary, apply brakes lightly and intermittently.
- When driving in snow or fog, use the lower headlight beam
- Double the distance normally maintained when following behind another vehicle

(c) Skidding

- Procedures for preventing skidding
  - Good driver judgement is the best procedure for preventing skids
  - Slow down for curves and turns
  - Use brake pumping action. Sudden braking will cause skidding and loss of steering traction.
- Procedures for controlling a skid
  - Remain calm—THINK BEFORE YOU ACT.
  - Release accelerator
  - Avoid braking
  - Turn front wheels in direction the rear wheels are skidding
  - Be ready to counter steer as bus begins to recover and realign with the road

(d) Other defensive driving techniques

- A blowout when traveling at a high rate of speed is dangerous. Release the accelerator and allow the vehicle to coast using the engine compression to slow the vehicle. Downshifting to a lower gear can aid in bringing the bus to a quicker, safer stop. **DO NOT BRAKE!** Do not disengage the clutch unless downshifting is used.
- When a vehicle's wheels run off the pavement onto a soft shoulder, do not try to jerk the wheels immediately back onto the road. Release the accelerator and do not disengage the clutch. Allow the engine to slow the vehicle until a smooth steering movement can be used to relocate the bus on the roadway.
- When rounding a sharp curve, apply the brakes prior to entering and accelerate slightly when approximately halfway through the turn.
- Never coast down a grade in neutral or with the clutch depressed. Shift to a lower gear when going down a steep hill to help slow the vehicle.
- Persons carrying white canes (or white canes with red tips) are to be given the right-of-way by every driver.
- Slow and increase your following distance when being tailgated or experiencing other adverse driving situations.
- Minimize a potential hazard by putting more distance between your bus and the hazard.

- When possible, separate two or more impending hazards by adjusting speed accordingly.
- When space is limited, reduce speed and compromise on space by giving more room to the greater of several hazards.

## THINGS TO REMEMBER

Components of Defensive Driving

A Formula for Defensive Driving

Factors Contributing to Accidents

Techniques for Defensive Driving

## TEST YOUR UNDERSTANDING

TRUE/FALSE: Read each statement carefully. If the statement is true, place a "T" in the blank to the left. If the statement is false, place an "F" in the blank to the left.

_____ 1. I.P.D.E. is a strategy to follow in defensive driving.

_____ 2. Eye movement helps in keeping a high degree of alertness.

_____ 3. Leaving a way out means leaving an escape path open.

_____ 4. Good driver judgment is the best procedure for preventing skids.

_____ 5. Actions of drivers contribute to accidents.

_____ 6. Adverse road and weather conditions, such as water, ice, snow, etc., are contributing factors in accidents.

_____ 7. Unless normal seeing habits in traffic are good, errors in seeing cannot be avoided when hurrying, worried, irritated, or tired.

_____ 8. Never coast down a grade in neutral gear position.

_____ 9. Persons carrying white canes are probably blind.

_____ 10. When a vehicle's wheels run off the pavement onto a soft shoulder, the driver should try to jerk the wheels quickly back onto the roadway.

MULTIPLE CHOICE: Read the questions and each answer carefully. Select the correct answer and place the letter identifying that answer in the blank to the left.

_____ 1. When driving in snow or ice, it is important that a driver:

(a) keep warm (b) reduce speed (c) turn on high beam head-lights

_____ 2. To prevent skidding when a sudden stop is necessary:

(a) apply the brakes lightly and intermittently (b) use constant pressure on brakes (c) hit brakes quickly and try locking them for a safer stop.

_____ 3. When rounding a sharp curve, apply the brakes prior to entering and accelerate slightly when approximately:

(a) halfway through the turn (b) almost at the end of the turn (c) about a quarter of the way through the turn.

_____ 4. When going down a steep grade, it is best to shift into:

(a) neutral (b) low gear (c) high gear

_____ 5. When driving in snow or fog at night, it is better to use:

(a) high headlight beam (b) low headlight beam (c) parking lights

# UNIT SIX: SAFETY AND EMERGENCY PROCEDURES

1. OVERVIEW

The driver is responsible for the safety and well-being of the passengers being transported as well as for the safe operation of the vehicle. The driver is in full charge of the bus at all times. Knowledge of proper emergency procedures and accident scene procedures is a must! These areas of responsibility deal directly with the safety and care of passengers in the event of an accident, as well as other emergency situations which may arise.

2. CONCEPTS

a. In emergency situations, expeditious and orderly movement of people contributes to safety.

b. Expeditious and orderly movement of people can be accomplished by understanding and practicing recommended evacuation procedures.

c. In any emergency situation, the safety of bus passengers should be the first consideration of the driver.

3. INTENDED LEARNING OUTCOMES

a. Identify and demonstrate the use of required emergency equipment on the school bus.

b. Identify the recommended procedures to be followed when a school bus is involved in an accident and/or becomes disabled.

c. Demonstrate the recommended procedures for front door and rear door emergency evacuation of a school bus.

4. CONTENT

a. Description and use of emergency equipment on the bus

(1) Red reflectors as warning devices

(a) Three red reflectors are located in the driver's compartment.

(b) Reflectors may be used either day or night.

(c) Warning reflectors should be properly placed.

- Place the first reflector at the side of bus nearest the roadway, approximately 10 feet to the rear of the bus.
- Place second reflector approximately 40 paces or 100 feet to the rear of the bus.
- Place third reflector 40 paces or 100 feet to the front of the bus on the roadway side.
- Place reflectors at greater distances if conditions warrant.

(2) Emergency hazard flashers. These flashers should be used as a warning device. They should be activated when a need exists to draw other drivers' attention to the bus. For example,

they should be used in case of mechanical failure on the highway or when the driver is preparing to stop at a railroad crossing.

(3) Fire extinguisher. One five-pound or larger dry chemical type fire extinguisher shall be located in driver's compartment. A five-pound extinguisher has approximately 60 seconds of use.

(a) Use of dry chemical fire extinguishers

- Remove extinguisher from mounting bracket
- Hold extinguisher in vertical position
- Release safety device
- Squeeze handle to discharge chemicals
- Direct chemical discharge at the base of the flame

(b) Recharge fire extinguisher after each use, and check periodically for proper operating pressure.

(4) First aid kit. Each bus shall have a removable metal first aid kit container mounted in an accessible place within driver's compartment. Replace any item used from emergency equipment supplies as soon as possible.

b. Emergency procedures for mechanical breakdown

(1) If possible, move bus off roadway to prevent accidents.

(2) Turn off ignition switch and remove key.

(3) Set hand brake.

(4) Activate emergency hazard flashers, and place reflectors in recommended positions if conditions warrant.

(5) If possible, request two different passing motorists to notify school officials of bus location and suspected mechanical failure. The driver should provide the assisting motorists with the proper number to call. The driver should remain with the bus.

(6) Keep pupils on the bus, in most cases. Pupil safety is the highest priority. Safety conditions may warrant evacuation of bus. If students are evacuated, the driver should give precise instructions as to where students should relocate and how they should do it.

(7) Upon arrival, the relief bus should stop in line with and as close as possible to the rear of the disabled bus.

(8) Drivers of both buses shall activate the alternating red flasher lights prior to transferring students from one bus to the other.

(9) The driver of the disabled bus shall open the door, get out of the bus, and stand to the left of the door.

(10) The driver of the relief bus should open the door, get out of the bus, and stand to the right of the door of the relief bus.

(11) The driver of the disabled bus shall instruct pupils to change buses in an orderly manner staying in single file.

(12) The alternating red flasher lights on each bus shall be deactivated as soon as all students are on the relief bus.

(13) After all pupils have been loaded on the relief bus, the regular driver should complete the route.

(14) The driver of the relief bus should assist in getting the loaded bus back on the roadway.

(15) The driver of the relief bus should stay with the disabled bus until additional help arrives.

c. Accident procedures. If an accident results only in damage to a vehicle and the accident occurs on a main lane, ramp, shoulder, median, or adjacent area of a freeway in a metropolitan area and each vehicle involved can be safely driven, each driver shall move his or her vehicle to a designated accident investigation site, if available, or other suitable location so as to minimize interference with other freeway traffic and the possibility of additional collisions.

If injuries are involved and one or both of the involved vehicles are inoperable, the following procedures shall be followed:

(1) Turn off ignition switch, and remove keys.

(2) Set hand brake.

(3) Remain calm and reassure students.

(4) Account for all students as a check is made for injury of students. If students are injured, follow recommended first aid procedures.

(5) Students should be kept on bus unless safety hazards warrant evacuation. Safety of students is the highest priority. If evacuation is deemed necessary, the recommended procedures for evacuation should be followed.

(6) Request assistance of passing motorists in notifying state highway patrol or other legal investigating officer, and in notifying local school administrators of the accident and its location.

(7) Protect the accident scene from further damage

(a) Check for fire or possibility of fire.

(b) Activate emergency hazard flashers and place reflectors in designated locations.

(c) Recruit adult assistants to flag approaching vehicles from all directions. Flagmen should take positions and operate approximately 100 yards from the accident.

(d) If the accident occurs at night, direct headlight beams on vehicles involved in the accident.

(e) Have flagmen avoid undue traffic congestion by directing traffic around the accident scene. In some cases, it may be necessary to stop all traffic. If traffic is stopped, all drivers should be instructed to park at least 100 feet from the accident and to remain in their vehicles unless requested to do otherwise.

(8) Discuss facts relating to the accident only with investigating officers and school officials.

(9) Follow the requirement that drivers in an accident give their names, addresses, driver's license numbers, and vehicle information to others involved in the accident. The bus driver should also get names and addresses of witnesses to the accident.

(10) Do not continue transportation of students from the accident scene until authorized to do so by school officials.

(11) Complete Accident Report Form ST-2 and forward to the Texas Department of Public Safety within 10 days of an accident involving $250 or more in damages or personal injury. However, if the accident was investigated by a law enforcement officer, the officer's report will fulfill the above requirement.

(12) Prepare and submit to school officials a complete and comprehensive report of the accident within five days.

d. Emergency evacuation of school buses

(1) The need for emergency evacuation procedures

Occasionally, prevailing conditions will warrant the evacuation of students from a school bus. When evacuation is deemed necessary by the driver, it is imperative that procedures be followed in conducting the evacuation. In order to expedite evacuation and eliminate confusion and disorder, the evacuation procedures hereafter described should be utilized.

(2) Use of student assistants

Utilization of student assistants on school buses can promote safety for all students. On each regular route, and on special trips, the driver should request that four mature and responsible students serve as assistants. Parental or guardian written consent should be obtained prior to designating student assistants. A possible source for obtaining student assistants would be the high school student council safety committee.

Student assistants should be instructed as to responsibilities, duties, and procedures. In addition, assistants should know procedures to follow in case the driver is incapacitated.

(a) Position and duties of rear door assistants

- One assistant should be positioned on each side of the aisle in the seat nearest the rear door. The third assistant should sit on the next-to-last seat on the right-hand side next to the aisle.
- Assistants should prevent students from touching the emergency door.
- Assistants should open the door on command of the driver or, if the driver is unable to give such a command, open the emergency door when a rear evacuation is necessary.

- Assistants should exit first and assist passengers as they alight from the bus. The third rear door assistant should exit the bus immediately behind the two that were seated on either side of the rear door.
- Assistants should check the bus to make certain all passengers are out of the bus when front door evacuation is utilized.
- In a rear door evacuation, the third rear door assistant should lead passengers to a safe place, and assist in keeping order to maintain safety.

(b) Position and duties of front door assistant

- The front door assistant shall be seated next to the aisle on the front right-hand side of the bus and shall assist the driver in the event he or she is incapacitated.
- In a front door evacuation, depart the bus first and lead the passengers to a place of safety designated by the driver, or one of his or her own choosing if none is designated by the driver.
- Assist in keeping the passengers orderly and together while out of the bus.
- If the driver is incapacitated, make certain all passengers have departed the bus when rear door evacuation procedures are used.

(3) Evacuation procedures

(a) Front door evacuation

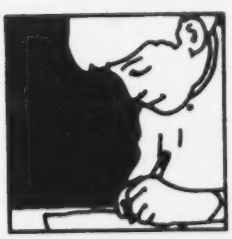
- Bus must be stopped, parking brake set, and engine turned off.
- The driver should stand, open the door, face the passengers and get their attention.
- The driver gives the command, "Front door evacuation." If the driver is incapacitated, the front door assistant should give the command. Passengers should be reminded that all books, lunches, etc., should be left on the bus.
- The front door assistant should rise and step out of the bus and lead pupils to a place of safety.
- Standees on the bus should follow the assistant prior to seated passengers assuming a standing position.
- Passengers seated in the front seat of the bus on the right-hand side should rise and leave the bus followed by the passengers occupying the front seat on the left-hand side.
- The evacuation should continue as described, alternating right-hand and left-hand seats, from the front of the bus backward until all passengers are out.
- When the last passenger has apparently departed the bus, the driver should walk to the rear of the bus checking under and between seats to make certain that complete departure has been achieved.
- When the driver is certain that all passengers have departed, the fire extinguisher, first aid kit, flares, and reflectors should be transported from the bus.
- The driver shall check to see that all passengers are in a safe area and behaving in an orderly manner.
- The driver shall place the flares and reflectors in keeping with state statutes.

(b) Rear door evacuation

- The bus must be stopped, parking brake set, and engine turned off.
- The driver should stand, face the pupils, and get their attention.
- The driver gives the command, "Rear door evacuation." Passengers should be reminded that all books, lunches, etc., should be left on the bus.
- The two rear door assistants sitting on the back seats of the bus should open the emergency door, get out of the bus, stand one on each side of the door and provide assistance to passengers in departing the bus.
- The third rear door assistant seated in the rear of the bus should follow the first two helpers out of the bus and lead passengers to an area of safety.
- Standees on the bus should follow the third rear door assistant in departing the bus.
- Passengers on the back seat right-hand side should rise and depart the bus followed by the passengers on the back seat left-hand side.
- The evacuation continues as described, right-hand back and left-hand back seats alternately until the last passenger has departed the bus. The driver should move toward the rear of the bus as the passengers depart, making certain that they all have departed the bus. The driver should check between and under all seats as movement toward the rear of the bus is made. After the bus is evacuated of all students, the two remaining assistants should then follow passengers to an area of safety.
- When the driver is certain that all passengers have departed the bus, the fire extinguisher, first aid kit, flares, and reflectors should be transported from the bus.
- The driver should check to see that all passengers are in a safe area and behaving in an orderly manner.
- The driver shall place the flares and reflectors in keeping with state statutes.

(c) Front and rear door evacuation

- The bus must be stopped, parking brake set, and engine turned off.
- The driver should stand, open the door, face the pupils and get their attention.
- The driver gives the command, "Front and rear door evacuation." Passengers should be reminded that all books, lunches, etc., should be left on the bus.



VALUABLE CARGO

- Passengers in the front half of the bus exit through the front door and passengers in the rear half of the bus exit through the rear door.
- Procedures for front and rear door evacuation as previously described should be followed.
- When all passengers have apparently departed, the driver should walk to the rear of the bus checking to make certain that all passengers have in fact departed.
- When the driver is certain that all passengers have departed the bus, the fire extinguisher, first aid kit, flares, and reflectors should be transported from the bus.
- The driver should then check to see that all passengers are in a safe area and behaving in an orderly manner.
- The driver shall then place fuses and reflectors in keeping with state laws.

## THINGS TO REMEMBER

Description and Use of Emergency Equipment on Bus

Emergency Procedures for Mechanical Breakdown

Accident Procedures

Emergency Evacuation of School Buses

## TEST YOUR UNDERSTANDING

TRUE/FALSE: Read each statement carefully. If the statement is true, place a "T" in the blank to the left. If the statement is false, place an "F" in the blank to the left.

_____ 1. Three red reflectors are required emergency equipment on a bus.

_____ 2. A fire extinguisher is optional on a school bus.

_____ 3. The first aid kit should be used in emergency accident situations only.

_____ 4. In case of mechanical breakdown, the driver should first send two students to get help.

_____ 5. In most cases, it is better to keep the students on a disabled bus.

_____ 6. In any situation, the safety of students is the highest priority.

_____ 7. Facts relating to an accident should be discussed only with investigating officers and school officials.

_____ 8. Utilization of student assistants on school buses is not recommended.

_____ 9. There are three types of bus evacuation procedures that may be used.

_____ 10. Students should take along all personal items when departing the bus in an emergency evacuation.

MULTIPLE CHOICE: Read the questions and each answer carefully. Select the correct answer and place the letter identifying that answer in the blank to the left.

_____ 1. In a front door evacuation procedure, on which side should students depart the bus first:

a. Right side
b. Left side
c. Makes no difference
d. Both at one time

_____ 2. In a mechanical breakdown situation, the first red reflector should be placed:

a. By the rear bumper
b. By the front bumper
c. 20 feet to the rear
d. 10 feet to the rear

_____ 3. When moving riders from a disabled bus to a relief bus, the red alternating flashers should be activated on:

a. Disabled bus only
b. Relief bus only
c. Both buses
d. Neither bus

_____ 4. When four student assistants are used, it is recommended that they be positioned in which of the following ways?

a. Three rear/one front
b. Two rear/two front
c. One front/two middle/one rear
d. It makes no difference

_____ 5. Regardless of the evacuation procedure used, the last thing the driver should do prior to leaving the bus is:

a. Call the roll
b. Ask if everyone is off
c. Have a student check the bus for remaining students
d. Personally check the bus for remaining students

# UNIT SEVEN: FIRST AID

1. OVERVIEW

The objective of first aid is to save a life; therefore, it becomes necessary to know and understand the principles of first aid. First aid is the immediate and temporary care given to the victim of an accident or sudden illness until the services of a physician can be obtained.

Common sense and a few simple rules are the keys to effective first aid. It is important to know what not to do, as well as to know what to do. In case of an emergency, making mistakes can be disastrous to the injured person. This unit is designed to teach the fundamentals of first aid that deal with the immediate procedures to be used in case of an accident.

2. CONCEPTS

a. First aid procedures apply to immediate needs only; efforts of unlicensed personnel should be limited to this level of assistance.

b. Accepted and correct procedures for administering first aid to the injured do exist; these procedures should be followed in all cases.

c. The maintenance of emotional stability in emergency situations is necessary for effective behavior.

d. Injuries to victims vary in degree and seriousness. The individual in control at an accident scene must make decisions based on knowledge and sound judgment.

3. INTENDED LEARNING OUTCOMES

a. Recognize the symptoms and degree of severity for common injuries and illnesses.

b. Describe and/or demonstrate the correct procedures to follow in controlling bleeding, administering artificial respiration, and treating for shock.

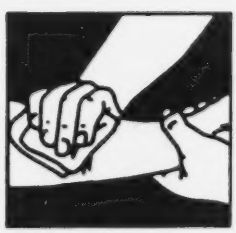
c. Describe and/or demonstrate the correct procedures for administering first aid to the victims of less serious injuries.

4. CONTENT

a. Most serious injuries. Send for skilled medical help as soon as possible. With any serious injury, the first concern of the person administering first aid is to save life. This may be accomplished by providing recommended treatment for the following types of serious injuries:

(1) Minimizing the loss of blood. Profuse bleeding may be controlled by the following methods:

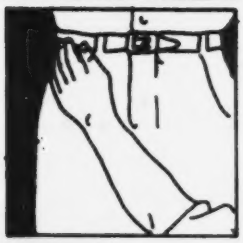
(a) Direct pressure on the wound



- Place a pad, clean handkerchief, clean cloth, etc., directly on the wound and press firmly with the hand or both hands. If a pad or bandage is not available, close the wound with the hand or fingers.
- Raise the bleeding part higher than the heart, unless bones are broken.
- Keep the victim lying down

(b) Use of body pressure points

- Severe bleeding may be partially controlled by using the fingers or heel of the hand to press the supplying blood vessels against the underlying bone.
- There are two points on each side of the body where pressure against the supplying vessel is of practical use. These points are underneath the upper arm and in the groin area near the hip bone. Pressure applied at these points will slow bleeding of extremities beyond this point.



(c) Use of tourniquet

- A tourniquet should be used to control bleeding ONLY in the case of an amputated, mangled, or crushed arm or leg.
- To apply a tourniquet for an amputated arm or leg, use only a strong piece of material, at least two inches wide. Wrap the material around the limb between the wound and the heart. Tie a half-knot, place a stick on the half-knot and tie a full knot above the stick; twist the stick just enough to stop the bleeding and anchor the stick so it will not turn.

- The exact time at which a tourniquet is applied should be written in a very prominent place on the victim.
- A tourniquet, once applied, should be loosened only by a physician.

(2) Rescue breathing. Artificial respiration (resuscitation) is an emergency procedure for causing air to flow into and out of the lungs by mechanical means when natural breathing ceases, or when the lips, tongue, and fingernails become blue. However, it will not help revive a person whose heart action has stopped completely because oxygenated blood will not be carried from the lungs to the brain and other vital organs of the body. Artificial respiration must be started promptly since most persons will die within six minutes after normal respiration ceases. In cases of recovery, the normal breathing process usually will resume within 15 minutes after artificial respiration has been initiated, but not infrequency, it may be delayed, even for hours. The following methods may be used to induce breathing:

(a) Mouth-to-mouth resuscitation. It is generally agreed that this technique is the most effective and practical method of artificial respiration for victims of any age, regardless of the cause of respiratory arrest. It has the advantage of immediately providing air to inflate the victim's lungs without the need for special equipment, and is especially useful when there are accompanying injuries to the chest, spine, and/or upper extremities that would prevent the use of manual methods of artificial respiration. The following procedures are recommended for the lone rescuer:

- If the collapsed person is unconscious and is not lying flat on his/her back, place the victim in a face-up position by moving the entire body as a total unit.
- When a person is unconscious and not breathing, the base of the tongue tends to block the air passageway, regardless of the position in which the victim is lying. To help open the victim's airway, first remove any visible foreign matter in the mouth. Then, tilt the head back by gently lifting up the neck or chin with one hand while pushing down on the forehead with the other hand. In the case of a suspected neck injury, the airway should be opened by using a modified jaw thrust, keeping the victim's head in a fixed, neutral position.
- Check for breathing efforts by placing your ear close to the victim's mouth, watching the chest and abdomen for movement as you listen and feel for breath on your cheek.

- If there are no apparent signs of breathing, take your hand that is on the victim's forehead and pinch his/her nose shut while keeping the heel of the hand in place to maintain head tilt. Your other hand should remain under the victim's neck or chin, lifting up gently.
- Immediately place your mouth over the victim's mouth making a relatively leak-proof seal and give two to four quick, full breaths in rapid succession. For small children, you may cover the mouth and nose with your mouth while using smaller breaths with less volume to inflate the victim's lungs.
- Quickly check the victim's pulse to determine the presence of a heart beat. To find the carotid artery, use your hand under the victim's neck or chin to locate the voice box. Slide the tips of your index and middle fingers into the groove beside the voice box and feel for the pulse. It there is cardiac arrest, you must provide artificial circulation in addition to rescue breathing in order to revive the victim. This process, known as "cardiopulmonary resuscitation" (CPR), is a basic life support technique involving the coordination of external chest compression which requires special training to effectively administer. Therefore, no attempt is made in this unit to describe CPR procedures. However, it is recommended that expert instruction in basic CPR be arranged through your local Emergency Medical Services System, American Red Cross, or American Heart Association affiliate.
- If a pulse is detected, resume your original position over the victim and exhale a normal breath of air into his/her lungs. Remove your mouth, turn your head to the side, and listen for the escape of air from the victim's lungs while you take another breath. If you are getting air exchange, repeat the above procedure approximately 15 times per minute (about once every 4 seconds). When administering to small children, you may want to increase the rate to 20 cycles per minute and apply slight to moderate pressure on the victim's stomach to keep it from being inflated.
- Air will pass through the victim's teeth even though they are tightly clinched together. The first few blowing efforts should determine whether an airway obstruction exists. If you are not getting air exchange, recheck the head and jaw position. If there is internal blockage, quickly turn the victim on his/her side and administer several sharp blows between the shoulder blades. Examine the victim's mouth and remove any dislodged foreign matter.
- Those persons not wishing to make direct oral contact may place a cloth over the victim's mouth and nose and breathe through it without greatly affecting the exchange of air.
- If vomiting occurs, quickly turn the victim on his/her side, wipe out the mouth, and then reposition.
- Artificial respiration should be continued until the victim begins to breathe independently, or until qualified medical personnel take over. A physician's care is necessary during the recovery period, as respiratory complications or other disorders may develop afterwards.
- If and when the victim is revived, he/she should be kept as quiet as possible until breathing regularly. Keep the victim covered and treat for shock until suitable transportation is available.

(b) Manual methods of artificial respiration. If for any reason a rescuer cannot or will not use the mouth-to-mouth technique, the use of a manual method that will obtain

and maintain an open air passageway while providing for an alternate increase and decrease in the size of the chest cavity will adequately ventilate the lungs of a non-breathing person. However, the rescuer should not be limited to the use of a single manual method for all cases, since the nature of the victim's injuries may prevent the use of one method, while favoring another. Two accepted methods of artificial respiration recommended by the American Red Cross are the "chest pressure-arm lift" and the "back pressure-arm lift." Established procedures for administering each may be found in the latest edition of their textbook publication entitled, *First Aid.*

(3) Recognizing and treating shock. Shock usually accompanies severe injury or emotional upset. It may also follow pain, disturbance of circulation from bleeding, stroke, heart attack, heat exhaustion, extensive burns, etc.

(a) Symptoms of shock

- Cold and clammy skin
- Pale face
- Nausea or vomiting
- Shallow breathing

(b) First aid procedures for treating shock

- Reduce cause of shock, if possible
- Keep victim lying down
- Keep breathing airways open
- Elevate victim's legs if there are no broken bones
- Keep head lower than trunk of body, if possible
- Keep victim warm

b. Less serious injuries. In case of involvement in a serious accident, the first concern of the person administering first aid is to save life. After this phase has passed, it then becomes necessary to attend to other injuries of persons involved. These injuries may be of a serious nature, but are not likely to cause immediate death. It is, therefore, necessary to be able to recognize and administer first aid to the following:

(1) Recognizing and treating bone injuries

(a) In case of injury to spine or neck

- Do not move victim or allow him or her to be moved until a proper stretcher is available.
- Call a physician immediately to supervise moving the victim, if possible.
- Keep the victim warm and quiet.
- Watch breathing and be prepared to start mouth-to-mouth breathing but do not move the head.

(b) Fractures

- First aid to broken bones should do no more than prevent further injury. There are two types of fractures.
  - Simple or closed—the bone is broken, but the skin has not been punctured.
  - Compound or open—the skin is broken as well as the bone.
- DO NOT MOVE the injured person until the suspected fracture site has been splinted, unless the victim is in imminent danger.
- Broken bones in the hand or foot can be held steady with pillow or blanket bound around it.

(2) Head injuries

(a) Consider anyone found unconscious to have a possible head injury and take the following precautions:

- Have aide summon ambulance immediately.
- Keep the victim lying down, preferably on his or her side so that the air passage will not become blocked and to allow for drainage of blood, vomitus, or other fluids.
- Keep victim warm.
- Control bleeding from a head wound by applying a pressure dressing. Caution should be used in regard to using pressure over a possible skull fracture.
- Unless absolutely necessary, do not move the head or any part of the body if there is bleeding from the nose, mouth, or ears.

(b) Unconsciousness could be the result of a head injury and should be treated as previously described. The same precautionary measures should be observed. If physical signs are not present, look for emergency medical identification around the victim's neck or wrist that could suggest the cause of unconsciousness.

(3) Choking

(a) Airway obstruction causes immediate first aid needs for the choking victim. This condition generally occurs while a person is eating.

- If the victim has good air exchange, forceful coughing may dislodge the obstruction.
- Two choking relief methods for conscious victims are:
  - **Back Blow**—victim is standing or sitting. Position yourself at the side and slightly behind the victim.
    - Place one hand high on the chest for support.
    - Lean victim forward until head is at or near the chest level; this helps to utilize the force of gravity.
    - Deliver four (4) sharp blows with the heel of the hand, as rapidly as possible, to a spot between the victim's shoulder blades.
  - **The Abdominal Thrust**—victim can be sitting or standing. Relief method is as follows:

- Stand behind the person needing to be relieved.
- Wrap an arm around the person's waist.
- Place thumb side of fist against the victim above the navel and just below the tip of the sternum.
- Grasp your fist with your other hand and press into the victim's abdomen with four (4) • quick upward thrusts.

• If the above methods do not produce the desired results, seek immediate medical assistance.

(b) Unconscious victims of a known choking condition should have immediate professional medical attention.

(4) Puncture wounds

(a) This type of wound is produced by a foreign object piercing the skin layers and creating a small hole in the skin tissues. Bullets, pins, nails, splinters, glass, and pencils are examples of foreign objects that may produce this kind of injury.

(b) Characteristics of puncture wounds are:

- Limited external bleeding.
- Possible internal organ damage producing internal bleeding.
- Increased hazard of infection because of the lack of flushing action which occurs in an open wound.

(c) Puncture wound first aid methods are:

- If blood is spurting because the pentrating object has come out, control the bleeding by direct pressure. A clean sterile cloth should be used if available.
- Embedded foreign objects should not be removed. Place larger and bulkier dressing around the wound and the embedded object. This will help to stabilize the bleeding until medical help can be obtained. The removal of the foreign object could result in more tissue damage.
- Keep the victim in a lying position in order to reduce physical activity. Physical activity could cause infection and additional tissue damage.
- Elevate the affected body part if it is possible. This is especially important for infected wounds of the head, hand, legs, and feet.
- If symptoms of shock are present, follow the standard procedure for the treatment of shock.

(5) Thermal burns

(a) Hazards associated with fire are:

- The searing and shock-producing effects of super-heated air upon the lungs, respiratory passages, and skin.
- The absence of oxygen
- The presence of smoke, carbon monoxide, and other toxic fumes.

(b) Burns are also classified according to their depth and degree.

- First degree—skin is reddened
- Second degree—blisters develop
- Third degree—deeper destruction with damage to underlying growth cells.

(c) Initially, it is difficult or impossible to determine the degree of a burn. It often varies with the different affected areas. Third degree burns heal very slowly because new skin can grow only from the edges of the burn where healthy tissue is still present. The danger of second and third degree burns is further complicated by the possibility of infection and shock. Most deaths occuring within the first few days are caused by shock.

(d) Although most burns are not of a serious nature, they often appear less severe than they really are. Burns involving more than 10 percent of the total body surface are normally considered serious.

(e) The objectives of first aid for burns are to relieve pain and discomfort, prevent contamination and subsequent infection, and treat for shock. Treatment should include the following:

- Do not attempt to apply oils, ointments, or creams to the burn as these substances may only help to further contaminate or irritate the affected area(s). Also, do not intentionally rupture blisters, although they may break when applying dressing or when transporting.
- The exclusion of air from a burn by the application of thick, sterile dressings helps relieve pain and prevents further contamination. Dressings should be dry, since wet dressings tend to stick to the burn and allow bacteria to more readily enter.
- Apply the dressings in at least four layers (preferably six), adding an additional covering composed of clean, tightly woven material to further exclude air.
- Serious and/or extensive burns involving a large part of the trunk or an extremity should be wrapped in a clean sheet, towel, or blanket.
- Positioning of the victim depends on the location and extent of the burn. Normally, have the victim lie flat with his/her feet elevated about 10 inches and, if possible, transport by stretcher immediately.
- A severely burned patient needs fluids, but they often cause nausea. Administer fluids accordingly and, if medical help will likely be available within 30 minutes, give only to quench thirst.

c. Common injuries or illnesses that the school bus driver might encounter:

(1) Eye injuries

(a) Any eye injury is serious, and the bus driver should never attempt to treat an injury of this nature.

(b) In case of eye injury, the eye should be covered with a sterile gauze pad and attended to by a doctor or nurse as quickly as possible. (If feasible, cover both eyes to prevent excessive eye movement.)

(2) Vomiting

(a) Vomiting is very seldom preventable, but some relief could be given both before and after vomiting by exposing the person to fresh air.

(b) A supply of paper bags and/or a commercial absorbent should be kept on the bus for use in cases of nausea.

(3) Mouth or face injuries

(a) Most minor internal mouth injuries are self-healing.

(b) An external cut on the mouth or other part of the face should be covered with a sterile gauze pad until the services of the school nurse or a physician can be obtained.

(4) Fainting

(a) Fainting is caused by temporary loss of blood to the brain.

(b) Fainting can best be treated be getting the victim's head lower than the trunk of the body.

(c) If a student feels faint, unconsciousness can best be prevented by keeping the student's head between his or her knees.

(d) Use ammonia capsules to prevent fainting.

(5) Falls inside and outside the bus.

(a) The driver should make a diligent search for injuries after a fall.

(b) If an injury has been sustained, the driver should render appropriate first aid treatment.

(6) Epileptic seizures

(a) Student may appear normal in every respect.

(b) Victim is subject to seizures or convulsive attacks usually with partial or total loss of consciousness.

(c) If seizure takes place on school bus:

- Steer bus to side of roadway and stop vehicle.
- Do not restrain the convulsion; there is nothing you can do to stop a seizure once it has begun, but protect the student against injury.
- Push away nearby objects.
- Don't force anything between the student's teeth. If the student's mouth is already open, you might place a soft object, like a handkerchief, between the side teeth in the back of the mouth.
- Loosen clothing.

- When convulsion is over, allow victim to lie flat with head turned to one side.
- Provide for undisturbed rest after regaining consciousness.

d. Moving the injured. Never assume that a person involved in an accident is not injured simply because he/she claims not to be.

(1) Do not move an injured person before a physician or experienced ambulance crew arrives, unless there is real danger of the person receiving further injury by being left at the accident site. Unskilled and/or needless handling of an accident victim can do more harm than good. If it is necessary to move the victim, the following methods can be used:

(a) Pull the victim to safety either head first, or feet first, if necessary. The victim should not be moved sideways. Be sure that the victim's head and back are protected.

(b) If the victim has to be lifted before a check for injuries can be made, every part of the body should be supported. The body should be kept in a straight line and should not be bent.

(2) A great amount of care should be used when it becomes necessary to move an injured person, especially if the person is unconscious. There is grave danger of causing further injury to broken bones, aggravating or causing further internal injuries, and causing additional bleeding.

e. Because of concerns about personal liability when first aid is involved, the "Good Samaritan Law" is inserted here for the benefit of class discussion and the use of the class participants. The law is as follows:

Under the State of Texas Laws, Revised Civil Statutes, Article 1a (R.D.C. Art. 1a), or Vernons Annotated Civil Statutes, Article 1a (V.A.C.S. Art. 1a), is stated:

"No person shall be liable in civil damages who administers emergency care in good faith at the scene of an emergency for acts performed during the emergency unless such acts are wilfully or wantonly negligent; provided that nothing herein shall apply to the administering of such care where same is rendered for remuneration or with expectation of remuneration or is rendered by any person or agent of a principal who was at the scene of the accident or emergency because he or his principal was soliciting business or seeking to perform some services for remuneration."

American Red Cross adds: "...if you render first aid in good faith, in accordance with Red Cross techniques and make no request or accept any form of remuneration, you can not be held liable. It must be pointed out that if you are personally involved in an accident you are required by State Law, R.C.S. 6701 d; Section 40, to stop and render aid. This law states:

"The driver of any vehicle involved in an accident resulting in injury or death of any person or damage to any vehicle which is driven or attended by any person shall give his name, address, and the registration number of the vehicle he is driving and shall upon request and if available exhibit his operator's, commercial operator's, or chauffeur's license to the person struck or the driver or occupant of or person attending any vehicle collided with and shall render to any person injured in such accident reasonable assistance, including the carrying, or the making of arrangements for the carrying, of such person to a physician, surgeon, or hospital for medical or surgical treatment if it is apparent that such treatment is necessary or if such carrying is requested by the injured person."

## THINGS TO REMEMBER

Most Serious Injuries.

Less Serious Injuries.

Common Injuries or Illnesses that the School Bus Driver Might Encounter.

Moving the Injured.

71

## TEST YOUR UNDERSTANDING

TRUE/FALSE: Read each statement carefully. If the statement is true, place a "T" in the blank to the left. If the statement is false, place an "F" in the blank to the left.

_____ 1. In case of a serious injury, the first concern of the person administering first aid is to save life.

_____ 2. Bleeding may sometimes be controlled by direct pressure on the wound.

_____ 3. A tourniquet should be used to control bleeding only in case of an amputated, mangled, or crushed arm or leg.

_____ 4. Once applied, a tourniquet should be loosened only by a physician.

_____ 5. Mouth-to-mouth breathing is the most effective method of artificial respiration.

_____ 6. First aid for broken bones is for preventing further injury.

_____ 7. If a student has an epileptic seizure, the first thing a driver should do is to restrain his or her movement.

_____ 8. If movement of an injured person is absolutely necessary, the victim should not be moved sideways.

_____ 9. Some relief can be given a person suffering with nausea by exposing the person to fresh air.

_____ 10. An eye injury is serious and should never be treated by the driver.

MULTIPLE CHOICE: Read the questions and each answer carefully. Select the correct answer and place the letter identifying that answer in the blank to the left.

_____ 1. The first thing to do in attempting to control bleeding is to use:

a. Direct pressure
b. Pressure points
c. A tourniquet
d. Makes no difference

_____ 2. Which of the following is not recommended for treating shock?

a. Keeping victim warm
b. Keeping victim lying down
c. Keeping head higher than body trunk
d. Keeping breathing airways open

_____ 3. One hand should be placed on the stomach of which of the following when giving mouth-to-mouth rescue breathing?

a. Small children
b. High school students
c. Adults
d. Everyone

_____ 4. Anyone found unconscious should be considered to have:

a. Fainted
b. A seizure
c. A head injury
d. A heat stroke

_____ 5. Fainting is caused by temporary loss of blood to the:

a. Heart
b. Lungs
c. Brain
d. Any of these

# UNIT EIGHT: PROCEDURES FOR LOADING AND UNLOADING STUDENTS

## 1. OVERVIEW

The loading and unloading of students presents the driver with tremendous responsibilities and requires the use of sound judgment. The driver must execute the proper procedures for interacting with other vehicular traffic, in directing or assisting students in crossing the roadway, and in managing students as they enter and depart the bus.

## 2. CONCEPTS

a. Safe loading and unloading of students is a vital aspect of the school bus driver's job.

b. The established procedures for loading and unloading are recommended to protect the health and well-being of all students.

c. Caring for the safety of students is appreciated by other people though at times it may be demanding on the school bus driver.

## 3. INTENDED LEARNING OUTCOMES

a. Identify those circumstances requiring the use of the alternately flashing red lights on a school bus.

b. Demonstrate the required and recommended procedures for loading and unloading of students on the roadway; at the school campus.

## 4. CONTENT

a. Introduction

Accident statistics reveal that the highest frequency of student fatalities associated with school buses occur at the time of loading and unloading. The vast majority of these fatalities are associated with improper loading and unloading procedures. Markings required on school buses and state laws governing the operation of other vehicular traffic near school buses stopped for loading and unloading students are clearly specified. Even with these safety factors, it is still recommended that the students and driver follow the correct procedures for loading and unloading.

b. Use of alternately flashing lights

The use of alternately flashing lights is manditory anytime a school bus is being stopped or is stopped on a public street or highway for the purpose of loading or unloading school children. If the bus is equipped with flashing amber lights, they must be used to pre-warn approaching vehicular traffic of the impending stop. Otherwise, the bus driver should pump the brake pedal to alert those drivers to the rear. The flashing red lights are the uniform signal for stopping traffic and they are not to be activated until after the bus has completely **stopped.** It is recommended that these lights also be used when operating on privately owned and/or controlled property open to other vehicular traffic and where students are permitted to cross the road. When and where possible, the loading and unloading function of school buses should be performed off of the main traveled portion of the roadway.

The alternately flashing lights are not to be used in making turns, when stopping at railroad crossings, or during periods when the bus is stopped for reasons other than loading or unloading students. Using these lights properly, as well as avoiding their misuse, can contribute significantly to the safety of the students.

c. Loading procedures

(1) Loading students on the right side of the roadway (recommended where possible)

(a) Check the traffic in the area as the bus stop is approached.

(b) If equipped, activate alternately flashing amber warning lights at least 500 feet from the bus stop.

(c) Turn on right turn signal indicator at least 100 feet before pulling onto the shoulder of the road. When appropriate, it is recommended that the turn indicator be activated 300 feet in advance of the stop.

(d) Bring the bus to a stop off the roadway if practical, activate red alternating flashers, disengage gears before opening door.

(e) Check to see that all traffic has stopped before opening the door. On some buses, the door may have to be cracked open to some extent to activate the alternating red flashers.

(f) Students at the bus stop are to be lined up in single file approximately six feet from the point where the bus stops. One older student should be at the front and another at the end of the line. Students should wait in this position until instructed to board the bus by the driver.

(g) If students run toward the bus as it approaches the loading area, the driver should stop as soon as practical. The bus shall remain stopped until such time that the students are lined up a safe distance from where the bus is to load.

(h) Instruct the students to board the bus when it is safe to do so.

(i) Observe the number of students at the bus stop and be sure that all board the bus.

(j) Know the students, if possible, who are to catch the bus at each stop.

(k) If there is a student missing at a bus stop, make an inquiry of the other students. Make certain the student will not be running to catch the bus as it pulls away from the stop.

(l) After the students have entered the bus and have all been seated, close the door, check the mirrors and traffic, turn off alternately flashing lights, give left turn signal, and when safe to do so, enter the traffic flow and continue the route.

(2) Assisting students in crossing the roadway for loading

Parents of students in the kindergarten and lower elementary grades have the responsibility of escorting the students across the roadway for loading. However, if parents do not assume the responsibility and a traffic light or an adult crossing guard is not present, the driver

shall assume the responsibility for the safety of the students. In dangerous areas, students in the upper elementary grades should also be escorted across the roadway.

In addition to procedures previously cited, the driver should use the following procedures in assisting students across the roadway:

(a) Set the parking brake, turn off the engine, remove key, place an automatic transmission in park position or manual transmission in reverse and get out of the bus.

(b) Move to a point three feet perpendicular to the right of the bus and 15 feet forward of the bus.

(c) Move left, even with the left front fender of the bus. Stop. Look in both directions, and when it is safe to do so, proceed across the roadway to where the students are standing.

(d) Escort students to the edge of the street or roadway. Stop. Look in both directions, and when it is safe to do so, proceed across the roadway to the bus.

(e) Students should be well grouped with the driver while crossing the roadway.

(f) If an article is dropped, the students should proceed across the street or roadway leaving the object.

(g) When the students have been placed on the bus, the driver should return and secure the dropped article.

(h) After the students have entered the bus and have all been seated, close the door, fasten seat belt, start motor, check the mirrors and traffic, turn off alternating flasher lights, give left turn signal, and when safe to do so enter the traffic flow and continue the route.

(3) Loading students at the school campus

(a) When possible, the bus should be located at the assigned loading area prior to the dismissal of school. Use the following procedures when this situation is possible.

- Ignition switch should be off and the key removed.
- Brake set and gear in park position.
- The driver should stand by door to assist students in loading.
- Students should approach loading area in an orderly manner and form single file for loading.
- An adult, other than the driver, should supervise students before they board the bus.
- Signal the adult supervisor for the students to enter the bus.
- Students should be seated immediately after boarding the bus.
- When all students have boarded the bus, check the area around the bus to see that it is safe to move the bus.
- Enter the bus and prepare to leave the campus.

(b) When students have been dismissed prior to the arrival of the bus, the following precautions should be observed:

- Approach the loading area in a very cautious manner and at a slow rate of speed.
- If students run toward the bus as it approaches the loading area, stop as soon as possible. The bus shall remain stopped until such time that the adult in charge of the students has them under control and lined up a safe distance from the loading area.

d. Unloading procedures

(1) Unloading students at the school campus

(a) Stop bus at designated unloading area.

(b) Turn off the ignition, remove the key, set the brake and gear lever or selector.

(c) If the bus must stop on a street to be unloaded, the bus must approach the campus so that students will not be required to cross the street.

(d) All students will remain seated until instructed to unload.

(e) Open the door and step off the bus and stand by the front door of the bus.

(f) If all students are to be unloaded, give instructions to unload.

(g) Students on front seat entrance side will leave first, then front seat driver side, continue alternating to the rear of the bus.

(h) Offer assistance to students as they step from the bus and see that all move promptly away from the unloading area.

(i) After all students have been unloaded and have moved a safe distance from the unloading area, check the area around the bus to see if it is clear, then board bus, fasten seat belt, start engine, check mirrors, and when safe to do so, move off the parking area to next campus.

(2) Unloading students living on the right side of roadway (recommended where possible)

(a) As the bus approaches the stop, check the traffic in the area as the bus stop is approached.

(b) Activate amber alternating flasher warning lights at least 500 feet from bus stop.

(c) Turn on right turn signal indicator at least 100 feet before pulling onto the shoulder of the road. When appropriate, 300 feet is recommended for signaling.

(d) Bring the bus to a stop off the roadway if possible, disengage gears by shifting gear shift lever or selector into neutral position.

(e) Check the traffic, activate red alternating flashers, and when safe to do so, open the door.

(f) Students to be discharged are to remain seated until the door is opened.

(g) Students are to get off the bus, go approximately three feet perpendicular and some 15 feet forward to a position where the driver can plainly see the feet of all the students who have debused. Students will remain in a line at that point until bus pulls away.

(h) When all students are accounted for, close door, check the mirrors and traffic, turn off alternating flasher lights, give left turn signal, and when safe to do so, pull onto the roadway and proceed to the next stop.

(3) Unloading students living on the left side of the roadway

(a) Parents of students in kindergarten and the lower elementary grades living across the roadway from the bus stop have the responsibility to escort these students from the bus stop across the roadway. However, if the parents do not assume the responsibility and a traffic light or an adult crossing guard is not present, the driver shall assume the responsibility for the safety of the students. In dangerous areas, students in the upper elementary grades should also be escorted across the roadway.

(b) The following procedures are also recommended:

- When the bus is stopped, the driver shall properly set the brake and gear lever selector, turn off the motor, and remove the ignition key.
- Check the rear view mirrors and, when safe to do so, open the door.
- The driver should get off the bus and give a signal for students to depart the bus.
- The driver and students should move to a point three feet perpendicular to the right side of the bus and 15 feet forward of the bus.
- The driver should lead the students to a point even with the left front fender of the bus and check traffic in both directions.
- When safe to do so, the driver should proceed across the roadway with the students walking close together.
- If an item is dropped, the students should continue across the street or roadway leaving the item.
- The driver should return for the article when it is afe to do so, after delivering or accompanying the students safely across the roadway.
- The driver should then return to the bus in a safe manner and continue the route.

# THINGS TO REMEMBER

Introduction

Use of Red Alternating Flasher Lights

Loading Procedures

Unloading Procedures

## TEST YOUR UNDERSTANDING

TRUE/FALSE: Read each statement carefully. If the statement is true, place a "T" in the blank to the left. If the statement is false, place an "F" in the blank to the left.

_____ 1. Accident statistics reveal that the highest frequency of student fatalities associated with school buses occur at the time of loading and unloading.

_____ 2. The uniform signal for stopping traffic is the alternating amber flashing lights on a stopped school bus.

_____ 3. The alternating red flasher lights are to be used when stopped at a railroad crossing.

_____ 4. A driver should check to see that all traffic has stopped before opening door when loading or unloading pupils.

_____ 5. If pupils run toward the bus as it approaches the loading area, the driver should stop as soon as practical.

_____ 6. The driver should observe the number of pupils at the bus stop and be sure that all board the bus before continuing the route.

_____ 7. If parents do not assume the responsibility of escorting kindergarten and lower elementary pupils across a dangerous roadway, the driver should assume this responsibility.

_____ 8. When loading pupils at a school campus, the loading of buses should be supervised by a teacher or campus administrator.

_____ 9. The pupils should move three feet away from the bus and 15 feet forward after unloading at a stop.

_____ 10. Pupils loading on a bus from the right side of the roadway should be in a single file three feet from where bus will stop.

MULTIPLE CHOICE: Read the questions and each answer carefully. Select the correct answer and place the letter identifying that answer in the blank to the left.

_____ 1. The amber alternating flasher lights should be activated at least how many feet prior to the bus stop.

a. 100 feet
b. 300 feet
c. 500 feet
d. 700 feet

_____ 2. Articles dropped by students when being escorted across a roadway by the driver should be retrieved by:

a. A larger student
b. The person dropping the article
c. A student from the bus
d. The driver

_____ 3. When crossing the roadway after unloading, the students should cross:

a. In front of the bus before it moves
b. Behind the bus before it moves
c. Behind the bus after the bus has left
d. Depends on the situation

_____ 4. *If a student is missing at a bus stop*, the driver should:

a. Proceed without delay
b. Get out and look for the student
c. Ask other students about the missing person
d. Wait five minutes and proceed

_____ 5. When loading students at a school campus off the road and in a posted loading zone, the red alternating flasher lights should:

a. Be activated
b. Not be activated
c. Be activated in case of rain
d. Either method is okay

# UNIT NINE: THE SPECIAL EDUCATION CHILD

1. OVERVIEW

Public school districts having special education programs generally provide transportation for pupils receiving special educational services. Providing transportation for special education children is, in many ways, different and challenging. As in other areas of educational programming, these children's needs must be met in special ways. The school bus driver must have additional knowledge of responsibilities and techniques when serving the needs of these students.

2. CONCEPTS

a. Transportation services are designed to meet the different needs of students, and such services are a vital aspect of the student's total educational experience.

b. Needs of special education children can be served by the school bus driver. Even though some specialized training is needed by the driver, it is not necessary that the driver be highly trained in all areas of exceptionality to serve the exceptional child.

3. INTENDED LEARNING OUTCOMES

a. Identify common types and general characteristics of special education children.

b. Describe general driver attitudes, behaviors, and other considerations appropriate for serving the special education child.

4. CONTENT

a. Introduction

It is of extreme importance that the school bus driver view the special education child as a child first and foremost. The reasons, whatever they may be, for a child being categorized as "special education" or "exceptional" are not nearly as important as the child. This is not to say that the school bus driver should always treat special education children as if exceptional needs were nonexistent. To do so would not meet the needs of special education children. The school bus driver need not feel compelled to learn the specifics of all or any classification of exceptionality. There are, however, some general characteristics of special education children which drivers should be aware.

b. Characteristics of special education children

(1) General Characteristics

(a) Some special education children tend to be either hyperactive or hypoactive. Hyperactive children are characterized by constantly bouncing, swinging arms and legs, pushing or pulling, jumping up and down, being noisy, and so forth. Hypoactive children are prone to be still, very quiet, non-responsive, likely to fall asleep at any time, and in general are slow moving.

(b) Some special education children tend to be easily excitable, with the exception of the extremely hypoactive child. Loud noise, confusion, excessive activity in the environment, uncertainty and other factors tend to overly excite special education children.

(c) Special education children need solid and consistent relationships with other people.

(d) Special education children desire firm direction. However, verbal directions given in rapid and unclear speech will tend to confuse the child; only one direction should be given at a time.

(e) Special education children, as with most children, respond in a positive manner to kind and gentle treatment from others.

(2) Characteristics by type of exceptionality

(a) Children having a motor exceptionality may exhibit a lack of balance, fall easily, fatigue easily, and complain of pain in the back or legs.

(b) Children having a vision exceptionality may turn the head to one side when looking at something, stumble, squint, blink, rub the eyes, and may complain of headaches, burning of the eyes, dizziness, or nausea.

(c) Children having a hearing exceptionality may slur words, be inattentive, fail to respond when spoken to, speak with low volume, have poor equilibrium, or exhibit bewildered facial expressions. These children may also complain of earache, dizziness, ringing in the ears, and hearing noises not identifiable by others.

(d) Children having a neurological injury will tend to move limbs erratically, be distracted easily, be restless, be impulsive, be dependent, have perceptual disorders, be intolerant of discipline, be overly aggressive, or have emotional outbursts.

(e) Children having a speech exceptionality will tend to stutter, speak too rapidly or too slowly, or delay in responding to a direct question.

(f) Children háving a special health exceptionality will tend to perspire excessively, fatigue easily, be subject to nervous twitching, be inattentive, be irritable, and may complain of soreness, excessive hunger or thirst, or tiredness.

(g) Children having mental retardation exceptionality will tend to have a short attention span, need direct supervision, have poor physical coordination, need concrete instructions, be inattentive, and may feel excluded from the group and lonely.

c. Driver procedures for serving the special education child

(1) General driver behaviors

(a) In speaking with or to special education children, the driver should talk in brief and simple phrases, face the child if possible, and refrain from giving several directions at one time. The normal tone and volume of voice should be used at all times.

(b) Special education children should be assigned seats near the driver. This will assist in establishing a close, yet firm, relationship with the student. Also, complimenting the child on dress, grooming or other points will tend to build a satisfactory relationship with the exceptional child.

(c) A child that is familiar with the driver may be calmed by a touch on the child's shoulder. However, the driver should not grasp or hug the child tightly for such behavior may tend to excite the child even more. If the child clutches the driver when excited, the child should not be pushed away.

(d) Gentle persuasion should be used constantly with special education children. Firm but gentle procedures will produce positive driver-child relationships.

(2) Other considerations

(a) The driver should contact the school principal and other personnel to gain information concerning special education children riding the bus. The driver should get to know as much as possible about the needs of each child.

(b) Any special arrangements made between the driver and the parents of special education children should first be developed through and approved by the local administration.

(c) If needed, special seating arrangements should be made for the special education child. Special adaptive or assistive devices may be needed to serve individual children. Such equipment should be secured by working with the local administration and/or director of transportation.

(d) Special education procedures should be developed for buses covering routes in which only special education children are transported. Sources of additional information and educational materials are readily available to help in providing special training for those bus drivers primarily responsible for transporting handicapped students.

## THINGS TO REMEMBER

Introduction

Characteristics of Special Education Children

Driver Procedures for Serving the Special Education Child

## TEST YOUR UNDERSTANDING

TRUE/FALSE: Read each statement carefully. If the statement is true, place a "T" in the blank to the left. If the statement is false, place an "F" in the blank to the left.

_____ 1. Public school districts having special education programs generally provide special transportation for pupils receiving special educational services.

_____ 2. It is of extreme importance that the school bus driver view the special education child as a child first and foremost.

_____ 3. Special education children respond best to harsh, firm treatment.

_____ 4. Gentle persuasion should be used constantly with special education children.

_____ 5. Special education children should be assigned seats in the rear of the bus.

_____ 6. Hypoactive children are very active most of the time.

_____ 7. Special education children tend to be easily excitable, with the exception of extremely hyperactive children.

_____ 8. Children having a motor exceptionality may exhibit a lack of balance.

_____ 9. Children having a hearing exceptionality may slur words.

_____ 10. Children having a vision exceptionality may turn the head to one side when looking at something.

MULTIPLE CHOICE: Read the questions and each answer carefully. Select the correct answer and place the letter identifying that answer in the blank to the left.

_____ 1. The reasons for a child being classified as special education are not nearly as important as the:

a. Parent
b. Child
c. Driver
d. School Bus

_____ 2. Any special arrangements made between the driver and the parents of special education students should first be developed through and approved by:

a. The school nurse
b. The Texas Department of Public Safety
c. The local school administration
d. The child's teacher

_____ 3. Children having a motor exceptionality may:

a. Exhibit lack of balance
b. Fatigue easily
c. Complain of back and leg pain
d. Do all of these

_____ 4. Firm but gentle procedures in dealing with special education children will generally produce:

a. Positive results
b. Negative results
c. No effect
d. A combination of positive and negative results

_____ 5. When giving verbal instructions to special education children, the driver should avoid:

a. Brief statements
b. Slow speech
c. Facing the child
d. A loud voice

# UNIT TEN: SUMMARY

1. OVERVIEW

This unit is designed to serve as the culminating activity for the entire school bus driver training course. The purposes of the unit are to highlight some of the major concepts presented in other instructional units, and to serve as a means of collecting cognitive and affective data on drivers.

2. CONCEPTS

There are no specific concepts to be developed with this unit. In essence, all concepts previously cited should be further developed and reinforced, either directly or indirectly.

3. INTENDED LEARNING OUTCOMES

a. Demonstrate proper attitudes and skills necessary for driving a school bus as evidenced by instructor observations of the student's participation and performance in class.

b. Demonstrate a knowledge and understanding of the course content as evidenced by a total score of at least 80 percent on the Texas School Bus Driver Cognitive Inventory.

4. CONTENT

Concepts presented throughout this instructional guide serve as content for this unit. All concepts previously covered are presented here for review.

a. Unit One: Introduction

(1) National and state traffic safety statistics relative to school bus operations are maintained and used to develop safer transportation systems.

(2) Federal and state legislation relative to school transportation does exist and must be addressed in an affirmative manner.

b. Unit Two: The School Bus Driver's Image

(1) The school bus driver plays an important role in the student's educational experience.

(2) In order to be most successful, the driver must be emotionally stable, have a friendly personality, and practice good personal hygiene.

(3) Cooperation with other school personnel, parents, and other community members is a vital aspect of the school bus driver's job.

c. Unit Three: Preventive Maintenance

(1) Preventive maintenance is necessary if school buses are to be kept in safe and proper operating condition.

(2) It is the responsibility of the driver to check safety and operating conditions of the bus on a daily basis.

d. Unit Four: Regulations and Driving Procedures

The utilization of proper procedures in maneuvering a school bus through turns, in backing, in passing, while being passed, and in executing other driving tasks is vital to safe driving. Compliance with general traffic laws as well as laws that are specific to school buses is necessary for operating a school bus safely.

e. Unit Five: Defensive Driving

(1) Defensive driving is necessary in the daily operations of the school bus.

(2) Habits and techniques of defensive driving can be learned and used by any school bus driver.

(3) Defensive driving is based on a systematic process of identifying clues in the driving environment, predicting evolving traffic situations, deciding on safe and appropriate action, and executing the decision with control.

f. Unit Six: Safety and Emergency Procedures

(1) In emergency situations, the expeditious and orderly movement of people contributes to safety.

(2) Expeditious and orderly movement of people can be accomplished by understanding and practicing recommended evacuation procedures.

(3) In an emergency situation the safety of bus passengers should be the first consideration of the driver.

g. Unit Seven: First Aid

(1) First aid procedures apply to immediate needs only; efforts of unlicensed personnel should be limited to this level of assistance.

(2) Accepted and correct procedures for administering first aid to the injured do exist, and these procedures should be followed in all cases.

(3) The maintenance of emotional stability in emergency situations is necessary for effective behavior.

(4) Injuries to victims vary in degree and seriousness. The individual in control at an accident scene must make decisions based on knowledge and sound judgment.

h. Unit Eight: Procedures for Loading and Unloading Students

(1) Safe loading and unloading of students is a vital aspect of the school bus driver's job.

(2) The established procedures for loading and unloading are recommended to protect the health and well being of all students.

(3) Caring for the safety of students is appreciated by other people though at times it may be demanding on the school bus driver.

i. Unit Nine: The Special Education Child

(1) Transportation services are designed to meet the different needs of students, and such services are a vital aspect of the student's total educational experience.

(2) Needs of special education children can be served by the school bus driver. Even though some specialized training is needed by the driver, it is not necessary that the driver be highly trained in all areas of exceptionality to serve the special education child.

## TEST YOUR UNDERSTANDING

TRUE/FALSE: Read each statement carefully. If the statement is true, place a "T" in the blank to the left. If the statement is false, place an "F" in the blank to the left.

_____ 1. Approximately one-half of the students killed as pedestrians in school bus accidents are struck by the school bus.

_____ 2. Dress and personal appearance are important to the driver's image.

_____ 3. To prevent wear on the clutch and engine, it is best to begin forward motion of the bus in first gear.

_____ 4. When the foot is riding the clutch, the bus will run more smoothly.

_____ 5. It is illegal to stop, stand, or park a vehicle within 15 feet of a railroad crossing.

_____ 6. Unless normal seeing habits in traffic are good, errors in seeing cannot be avoided when hurrying, worried, irritated or tired.

_____ 7. In an accident situation, the safety of the students is the highest priority.

_____ 8. In case of serious injury the first concern of the person administering first aid is to save life.

_____ 9. The alternating red flasher lights are to be used only when loading or unloading students.

_____ 10. It is extremely important that the school bus driver view the exceptional child as a child first and foremost.

MULTIPLE CHOICE: Read the questions and each answer carefully. Select the correct answer and place the letter identifying that answer in the blank to the left.

_____ 1. To serve the needs of special education children, drivers need:

a. Only general knowledge of the special education child
b. General understanding of and dedication to meeting children's needs
c. A vast amount of related knowledge
d. To be especially strict and firm

_____ 2. The driver should check the safety and operating condition of the bus:

a. Monthly
b. Twice a month
c. Weekly
d. Daily

_____ 3. Which of the following are vital to safe driving?

a. Physical driving skills
b. Use of defensive driving techniques
c. Proper student control
d. All of these

_____ 4. Habits and techniques of defensive driving are:

a. Learned
b. Natural
c. Not effective
d. Maintained without conscientious thought

_____ 5. Recommended procedures for loading and unloading students should be used:

a. Only when parents are watching
b. At all appropriate times
c. On good weather days only
d. If the driver wants to

# APPENDIX A

## SCORE YOUR UNDERSTANDING

### UNIT I

| | | | | | |
|---|---|---|---|---|---|
| True/False: | 1. T | 6. T | | Multiple Choice: | 1. b |
| | 2. T | 7. F | | | 2. a |
| | 3. F | 8. F | | | 3. c |
| | 4. T | 9. F | | | 4. c |
| | 5. F | 10. T | | | 5. a |

Total Correct for Unit I: _____

### UNIT II

| | | | | | |
|---|---|---|---|---|---|
| True/False: | 1. T | 6. T | | Multiple Choice: | 1. c |
| | 2. T | 7. T | | | 2. b |
| | 3. F | 8. T | | | 3. c |
| | 4. F | 9. F | | | 4. c |
| | 5. F | 10. T | | | 5. c |

Total Correct for Unit II: _____

### UNIT III

| | | | | | |
|---|---|---|---|---|---|
| True/False: | 1. F | 6. T | | Multiple Choice: | 1. a |
| | 2. F | 7. F | | | 2. a |
| | 3. T | 8. F | | | 3. b |
| | 4. F | 9. F | | | 4. b |
| | 5. F | 10. T | | | 5. b |

Total Correct for Unit III: _____

### UNIT IV

| | | | | | |
|---|---|---|---|---|---|
| True/False: | 1. F | 6. F | | Multiple Choice: | 1. a |
| | 2. F | 7. T | | | 2. b |
| | 3. T | 8. T | | | 3. b |
| | 4. F | 9. T | | | 4. c |
| | 5. T | 10. T | | | 5. b |

Total Correct for Unit IV: _____

**UNIT V**

| True/False: | | | Multiple Choice: | |
|---|---|---|---|---|
| 1. T | 6. T | | 1. b | |
| 2. T | 7. T | | 2. a | |
| 3. T | 8. T | | 3. a | |
| 4. T | 9. T | | 4. b | |
| 5. T | 10. F | | 5. b | |

Total Correct for Unit V: _____

**UNIT VI**

| True/False | | | Multiple Choice: | |
|---|---|---|---|---|
| 1. T | 6. T | | 1. a | |
| 2. F | 7. T | | 2. d | |
| 3. F | 8. F | | 3. c | |
| 4. F | 9. T | | 4. a | |
| 5. T | 10. F | | 5. d | |

Total Correct for Unit VI: _____

**UNIT VII**

| True/False: | | | Multiple Choice: | |
|---|---|---|---|---|
| 1. T | 6. T | | 1. a | |
| 2. T | 7. F | | 2. c | |
| 3. T | 8. T | | 3. a | |
| 4. T | 9. T | | 4. c | |
| 5. T | 10. T | | 5. c | |

Total Correct for Unit VII: _____

**UNIT VIII**

| True/False: | | | Multiple Choice: | |
|---|---|---|---|---|
| 1. T | 6. T | | 1. c | |
| 2. F | 7. T | | 2. d | |
| 3. F | 8. T | | 3. a | |
| 4. T | 9. T | | 4. c | |
| 5. T | 10. F | | 5. b | |

Total Correct for Unit VIII: _____

**UNIT IX**

| True/False: | | | Multiple Choice: | |
|---|---|---|---|---|
| 1. T | 6. F | | 1. b | |
| 2. T | 7. F | | 2. c | |
| 3. F | 8. T | | 3. d | |
| 4. T | 9. T | | 4. a | |
| 5. F | 10. T | | 5. d | |

Total Correct for Unit IX: _____

**UNIT X**

| True/False: | | | Multiple Choice: | |
|---|---|---|---|---|
| 1. T | 6. T | | 1. b |
| 2. T | 7. T | | 2. d |
| 3. T | 8. T | | 3. d |
| 4. F | 9. T | | 4. a |
| 5. T | 10. T | | 5. b |

Total Correct for Unit X: _____

Total Correct for all ten (10) Units: _____

(possible 150)

# APPENDIX B

## Revised School Bus Driver's Driving Record Evaluation

House Bill 1387, as passed by the 63rd Legislature, requires a pre-employment driver license check for school bus drivers. The driver's driving records must be acceptable according to standards developed jointly by the Texas Department of Public Safety and the Texas Education Agency.

Each school bus driver's record shall be evaluated annually for the three-year period immediately preceding the date shown in the space marked **Date This Report** on the print-out of the driver record (see example on page 90). Any person who accumulates or has accumulated ten or more points during that three-year period shall not be considered for employment as a school bus driver, or if presently employed, that driver shall be disqualified.

Any school bus driver who has not been a resident of Texas for the past three years prior to employment must obtain a driver record check from the state and/or states having such a record for this three-year period, including all convictions which would result in mandatory suspension of a driver's license.

The following revised point system was developed jointly by representatives of the Texas Department of Public Safety and the Texas Education Agency. In determining a driver's eligibility to operate a school bus, the following points shall be assessed for convictions of traffic-related violations, as shown on the Department of Public Safety driver records.

### Three-Point Assessments

This penalty shall be assessed for the conviction of any hazardous traffic violation which **did not** contribute to a traffic accident. For the purpose of the school bus driver's penalty point system, a hazardous traffic violation is defined as "any act committed in connection with the operation of a motor vehicle on a public street or highway, which constitutes a hazard to traffic and is prohibited by state law or city ordinance." Hazardous violations shall include **parking on pavement** and **all equipment violations** except **overweight violations.** Some examples of three-point assessments are:

Speeding
Ran Stop Sign
Ran Red Light
Improper Left Turn
Improper Right Turn
Improper "U" Turn
Other Improper Turn
Illegal Backing
Improper Passing
Passing in No-Passing Zone
Defective Vehicle
Defective Brakes
Driving on Wrong Side of Road
Failure to Yield Right-of-Way
Wrong Way on One-Way Street
Following too Close
Speed Contest
Reckless or Careless Driving
Negligent or Careless Collision
Failure to Stop and Give Information
Violation of D.L. Restriction
Illegal Signal
Improper Lookout
Lane Violation
Unnecessary Noise
Improper Flashing Lights (Red)

### Four-Point Assessments

This penalty shall be assessed for the conviction of any hazardous traffic violation which **did** contribute to a traffic accident. Some examples of four-point assessments are:

Conviction of a fail to yield right-of-way offense that contributes to an accident.

Conviction for a fail to control speed violation that contributes to an accident.

Conviction for failure to signal intention that results in an accident.

(See sample driver record for further explanation.)

### 10-Point Assessments

Ten penalty points shall be assessed for conviction of any of the following violations:

Driving While Intoxicated
Driving Under the Influence of Drugs
Aggravated Assault with Motor Vehicle
Murder Without Malice with Motor Vehicle
Homicide by Vehicle
Failure to Stop and Render Aid

A person with any 10-point conviction on his record within the past seven-year period shall be disqualified as a school bus driver.

School administrators should be aware that some entries appearing on a traffic record are not convictions for traffic offenses. No penalty points will be assessed for these entries. Some examples are:

False Statements of D.L. Application
Permit Unlawful Use of D.L.
Fail to Surrender Suspended Items
Display Fictitious Driver License
Violate Promise to Appear
Petition—Habitual Violator, D.W.I., etc.
Re-examination—(date is given)
Suspension—Safety Responsibility or Habitual Violator
Driving Safety Course, Section 143A(A)(1)

ANYPLACE INDEPENDENT SCHOOL DISTRICT
123 HAPPY STREET
ANYWHERE, TEXAS 12345

| | | | |
|---|---|---|---|
| 12/31/78 | Bexar County | Driving While Intoxicated | (No Points) |
| 10/08/80 | Harris County | Speeding | (No Points) |
| 12/20/83 | Travis County | Display Altered Drivers License | (No Points) |
| 01/17/84 | Bowie County | Ran Stop Sign | (3 Points) |
| 11/27/84 | Lamar County | ACC—Motor with Motor | (4 Points) |
| 11/27/84 | Lamar County | Fail to Yield Right-of-Way | |
| 06/21/85 | Travis County | Driving Safety Course, Sec. 143A(A)(1) | (No Points) |
| 07/19/85 | Travis County | ACC—Parked Vehicle | (No Points) |

Using the above driving record as an example, the following explanation is provided to show how the "Penalty Point System" shall be used to determine a prospective driver's eligibility to operate a school bus for any public school system.

No points shall be assessed for the following entries:

(1) The conviction "Driving While Intoxicated" (a ten-point penalty), since it occurred more than seven years prior to the date of the report.

(2) The conviction "Speeding," since it occurred more than three years prior to the date of the report.

(3) The conviction "Display Altered Drivers License," since this is a non-hazardous violation.

(4) The entry "Accident—Parked Vehicle," since there was no accompanying conviction of a hazardous traffic violation that contributed to the accident.

(5) The entry "Driving Safety Course," since it was accepted in lieu of a conviction of a traffic offense.

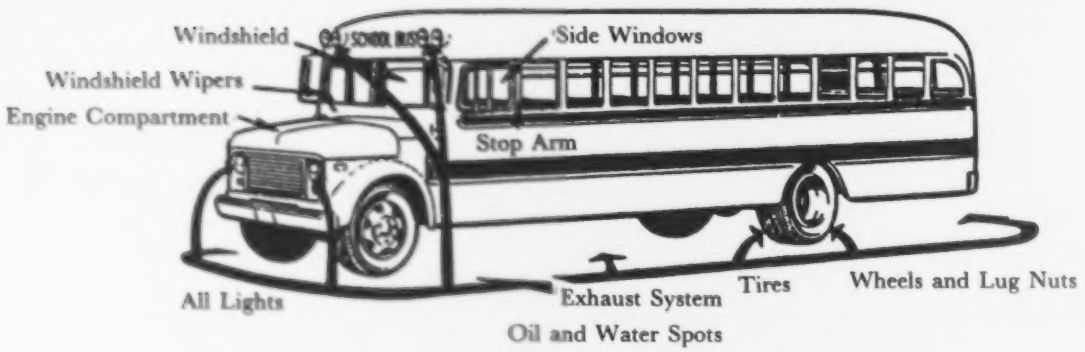
In evaluating this driving record, three penalty points shall be assessed for the conviction "Ran Stop Sign" that **did not** contribute to a traffic accident. In addition, four points shall be assessed for the conviction "Fail to Yield Right-of-Way" that **did** contribute to the entry "Accident—Motor with Motor" as indicated by the fact that both entries took place on the same date and in the same county.

Since both of these violations occurred within three years prior to the date of the report, this driver would have accumulated a total of seven penalty points and would, therefore, be eligible for employment as a school bus driver for the remainder of the 1986-87 school year or until such time as the driver becomes ineligible and/or is disqualified to drive.

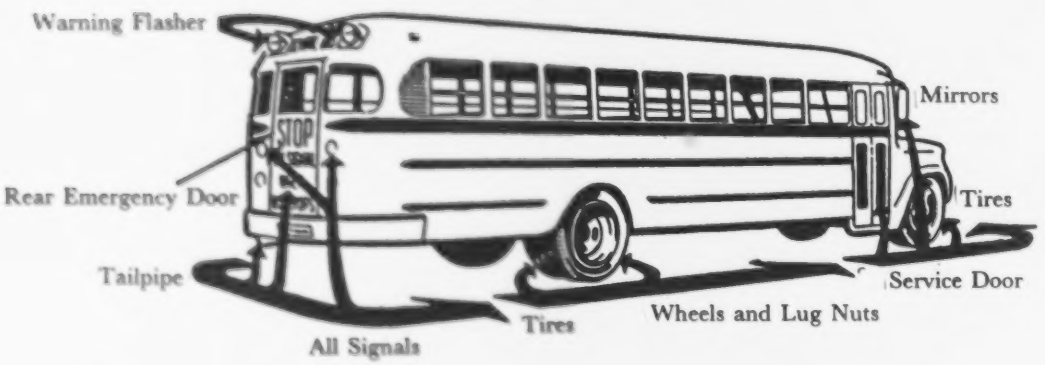
# APPENDIX C

## Daily Safety Check And Inspection Form

### Daily Walk-Around




### Daily Walk-Around




### Inside Safety Check

- Steering Wheel
- Directional Signals
- Horn Button
- Oil Pressure Gauge
- Ammeter (Generator/Alternator)
- Water Temperature Gauge
- Fuel Gauge
- Vacuum or Air Pressure Gauge
- Defroster
- Windshield Washer
- Windshield Wipers
- All Warning Lights
- Brake Pedal and Brake Warning Light
- Clutch Pedal
- Gear Shift Lever
- Neutral Safety Switch
- Parking Brake
- Headlights
- Hazard Warning Flasher
- Stop Arm Control
- Service Door Control
- Driver's Seat and Seat Belt
- Mirrors
- Windshield
- Side Glass
- Fire Extinguisher
- First Aid Kit
- Fuses and Emergency Equipment
- Emergency Door and Buzzer
- Clean Bus
- Interior Lights

School Buses should be checked before placing bus in service, and before the day's run. All faulty or improperly functioning equipment should be reported, in writing, to proper authorities, so that maintenance personnel are notified promptly, and the condition can be repaired immediately, if necessary.

# School Bus

## *Driver Daily Inspection Form*

Drivers Name _____ Bus No _____ Date _____ Mileage _____

✓ **OK** o **Needs Attention** **Request For Repair Form** _____
Date

**OUTSIDE**

- ____ Windshield, Mirrors, Front Windows, Headlights
- ____ Exhaust—Tailpipe Clear
- ____ Rear Emergency Door, Open and Close
- ____ Tires Bump. Lug Nuts in Place
- ____ Look Under Bus—All Clear
- ____ General Appearance

**INSIDE**

- ____ Seats, Floor, Housekeeping
- ____ Emergency Exit, Open and Close, Windows
- ____ Emergency Equipment, Fire Extinguisher, First Aid Kit, Flares
- ____ Drivers Area—Windshield, Windows, Clean?

**START ENGINE**

- ____ Fuel Gauge, Brake Warning Buzzer
- ____ Start Engine—Look, Listen for Trouble Signs, Check All Gauges

**ENGINE RUNNING—Check From Drivers Seat**

- ____ Mirrors, Interior and Stepwell Lights, Service Door Seal
- ____ Steering Feel OK? Noise?
- ____ Horn, Heater and Defroster Blowers, Windshield Wiper Operation

**OUTSIDE—BEFORE DRIVING**

- ____ Turn Signals Right and Left, Front and Rear, Clean and Flashing
- ____ Flasher Warning Lights, Front and Rear Clean and Flashing
- ____ Headlights Hi/Lo Beams
- ____ Stoplights/Taillights, Clean and Working
- ____ Hazard Warning Flasher Working
- ____ Side Reflectors

**AS YOU MOVE**

- ____ Seat Belt Fastened
- ____ Brakes, Stop and Hold? Any Pulling?
- ____ Clutch, Clearance
- ____ Steering? Noises? Tracking Straight?

**ADDITIONAL ITEMS** _____

**HAVE A SAFE TRIP**

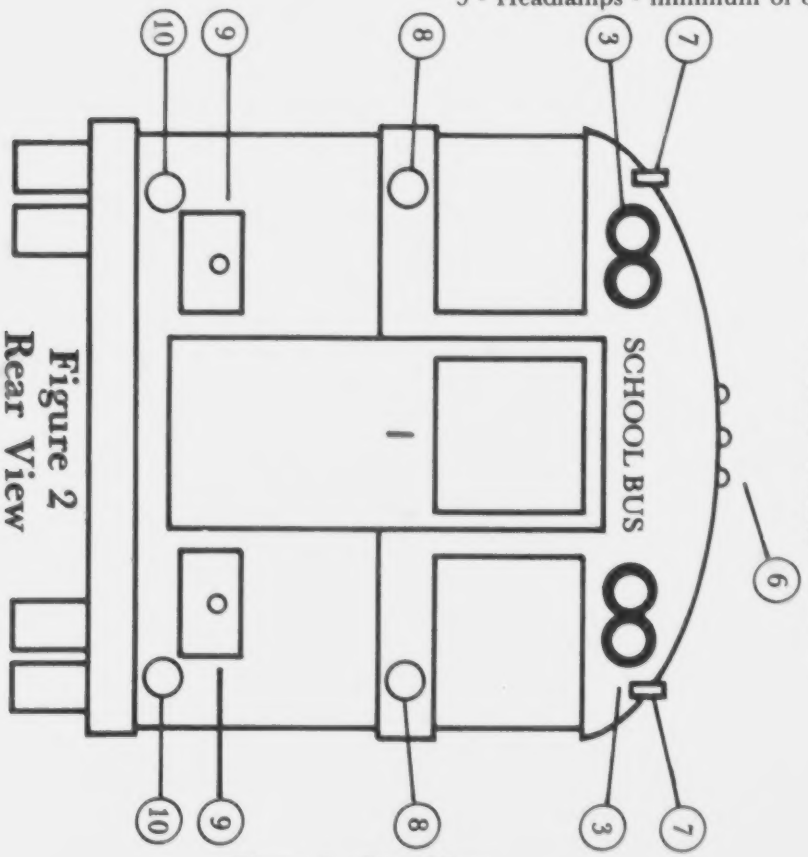



Figure 2
Rear View

**Figure 2 - Rear View**

3 - Alternately flashing signal lamps - See Figure 1.
6 - Identification lamps - 3 red.
7 - Clearance and side-marker lamps - 2 red, one on each side.
8 - Turn-signal lamps - 2 red, one on each side.
9 - Tail and stop lamps - 2 red, one on each side.
10 - Reflex reflectors - 2 red, one on each side.



**Figure I - Front View**

1 - Identification lamps - 3 amber
2 - Clearance and side-marker lamps - 2 amber, one on each side.
3 - Alternately flashing signal lamps - 2 red and 2 amber; red to be mounted in outside positions.
4 - Turn-signal lamps (double face pedestal type) - one on each side; front lens amber, rear lens red.
5 - Headlamps - minimum of one each side.

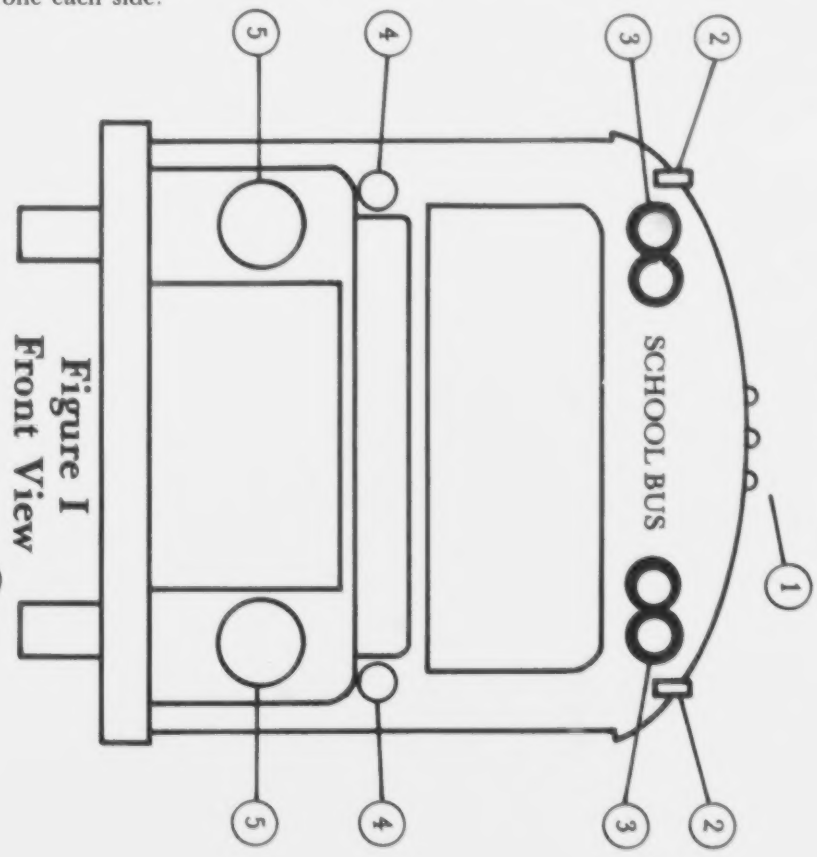



Figure I
Front View



## Lighting and Reflector Requirements

**Figure 3 - Side View**

1 - Identification lamps - See Figure 1.
2 - Clearance and side-marker lamps - See Figure 1.
4 - Turn-signal lamps - See Figure 1.
6 - Identification lamps - See Figure 2.
7 - Clearance and side-marker lamps - See Figure 2.
11 - Intermediate side-marker lamps - 2 amber, one on each side.
12 - Reflex reflectors - 2 red, one on each side.
13 - Intermediate reflex reflectors - 2 amber, one on each side.
14 - Reflex reflectors - 2 amber, one on each side.
15 - Reflex reflectors - 2 amber, one on each side.

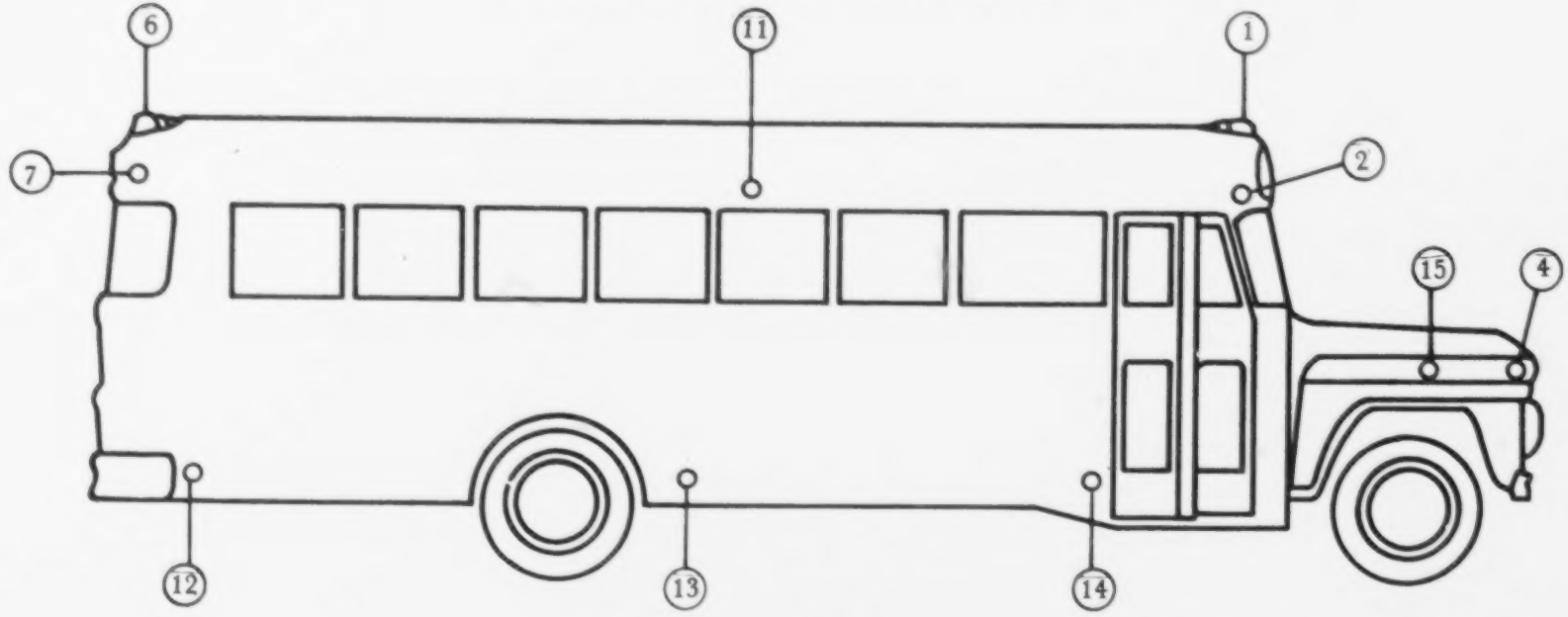



**Figure 3—Side View**

## COMPLIANCE STATEMENT

### TITLE VI, CIVIL RIGHTS ACT OF 1964; THE MODIFIED COURT ORDER, CIVIL ACTION 5281, FEDERAL DISTRICT COURT, EASTERN DISTRICT OF TEXAS, TYLER DIVISION

Reviews of local education agencies pertaining to compliance with Title VI Civil Rights Act of 1964 and with specific requirements of the Modified Court Order, Civil Action No. 5281, Federal District Court, Eastern District of Texas, Tyler Division are conducted periodically by staff representatives of the Texas Education Agency. These reviews cover at least the following policies and practices:

(1) acceptance policies on student transfers from other school districts;

(2) operation of school bus routes or runs on a non-segregated basis;

(3) nondiscrimination in extracurricular activities and the use of school facilities;

(4) nondiscriminatory practices in the hiring, assigning, promoting, paying, demoting, reassigning, or dismissing of faculty and staff members who work with children;

(5) enrollment and assignment of students without discrimination on the basis of race, color, or national origin;

(6) nondiscriminatory practices relating to the use of a student's first language; and

(7) evidence of published procedures for hearing complaints and grievances.

In addition to conducting reviews, the Texas Education Agency staff representatives check complaints of discrimination made by a citizen or citizens residing in a school district where it is alleged discriminatory practices have occurred or are occurring.

Where a violation of Title VI of the Civil Rights Act is found, the findings are reported to the Office for Civil Rights, Department of Health, Education and Welfare.

If there is a direct violation of the Court Order in Civil Action No. 5281 that cannot be cleared through negotiation, the sanctions required by the Court Order are applied.

### TITLE VII, CIVIL RIGHTS ACT OF 1964; EXECUTIVE ORDERS 11246 AND 11375; TITLE IX, 1973 EDUCATION AMENDMENTS; REHABILITATION ACT OF 1973 AS AMENDED; 1974 AMENDMENTS TO THE WAGE-HOUR LAW EXPANDING THE AGE DISCRIMINATION IN EMPLOYMENT ACT OF 1967; AND VIETNAM ERA VETERANS READJUSTMENT ASSISTANCE ACT OF 1972 AS AMENDED IN 1974.

It is the policy of the Texas Education Agency to comply fully with the nondiscrimination provisions of all federal and state laws and regulations by assuring that no person shall be excluded from consideration for recruitment, selection, appointment, training, promotion, retention, or any other personnel action, or be denied any benefits or participation in any programs or activities which it operates on the grounds of race, religion, color, national origin, sex, handicap, age, or veteran status (except where age, sex, or handicap constitute a bona fide occupational qualification necessary to proper and efficient administration). The Texas Education Agency makes positive efforts to employ and advance in employment all protected groups.

Texas Education Agency
Austin, Texas
CU7 530 01
February 1987